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AUTHOR Phillips, June K.
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ABSTRACT

Sample materials demonstrating the use of a five-step procedure for teaching reading in another language, are provided as part of an inservice program for teachers. The manual includes passages, class activities, and instructional suggestions for each step of the learning process in these languages: Mandarin Chinese (intermediate), English as a second language (beginning and advanced levels), French (secondary level), German, Japanese (elementary/intermediate), Russian, Spanish (intermediate), and Thai (intermediate). The five steps in the instructional plan include: prereading or preparation, skimming and/or scanning, intensive reading/decoding, comprehension check/evaluation, and transferable or integrating skills. (MSE)

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ED264732

PROFICIENCY-BASED INSTRUCTION IN READING A TEACHER EDUCATION MODULE

Sample Materials

Chinese (Mandarin)
English as a Second Language
(Beginning and Advanced)
French
German
Japanese
Russian
Spanish
Thai

June K. Phillips
Project Director
IUP
Indiana, Pennsylvania

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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CHINESE (MANDARIN)

SAMPLE MATERIALS

Prepared by: Xu Qiaoqi
Shanghai Foreign Language Institute

A READING LESSON (Text: 锯是怎样发明的)

(This text is intended for intermediate students of Chinese as a second/ foreign language)

Stage I: Pre-reading

Before reading the text, students should be requested to do the following exercises.

1. Answer the following questions in English:

   a. What are the traditional tools carpenters use?

   b. Which of the tools can you name in Chinese?

   c. Do you know the Chinese for an axe and a saw?

   d. For what purposes is a saw more efficient than an axe?

   e. What is the usual shape of a saw? What does it have on its cutting edge?

2. Pick out the words that are directly relevant to carpentry.

   石头 树木 雨水 再见 斧子
   猎人 锯子 兔子 盖房 足球

3. Which of the following words means "to invent"?

   发现 发生 发明 发展

4. Discuss how a tool or a machine is usually invented.

   For example, did James Watt invent the steam engine by sheer imagination? or did he get some inspiration from daily life? Then, by analogy, how do you think the first saw was invented in China?

5. What does a beginning phrase "两千多年前 (Over two thousand years ago) ....., 据说 (it was said)....." signal to you?

Suggestions to the Teacher

Stage I: As the reading material is designed to be used by students of Chinese as a second/foreign language who have completed elementary study of the language, it is assumed that they are able to read one thousand basic Chinese characters (comparable to the vocabulary of a second-year native pupil of a primary school in China), and understand basic Chinese syntax.

The exercises for Pre-reading is devised with a view to building up expectations on the student's part so that he has "the best possible chance of advancing understanding with the brain in gear and on the right road". In doing these exercises, the student will be ptompted to direct his thinking toward carpentry tools and their invention, which is of vital importance in preparing him for the text to be read. Before he confronts the text proper, he is filled with expectations of a legend about the invention of some tool carpenters traditionally use in China.

In the meantime, relevant words are reviewed, or highlighted, to help students recognize them when coming across them in the text. But few new lexical items, strictly speaking, is introduced as virtually most of the words in the story are among the thousand basic characters normally taught to beginners.

It might as well be pointed out that not all the exercises need to be completed by every student. It is left to the teacher's judgement and discretion to decide how many of them should be done, depending on his students' knowledge on the subject.

Key to some of the exercises: 2. 树木 斧子 锯子 盖房

3. 发明

Stage II: Skimming/scanning

1. You are requested to skim the text as quick as possible to determine whether the following statements are true or false, marking each with a "T" (True) or an "F" (False).

___ a. 鲁班在树林里盖了一座大房子。 (Luban built a big house in the forest.)

___ b. 鲁班在城里买了一把锯子。 (Luban bought a saw in town.)

___ c. 据说鲁班发明了锯子。 (It is said that Luban invented the saw.)

___ d. 斧子是鲁班发明的。 (The axe was invented by Luban.)

2. The following phrases contain the main idea for each paragraph. Match each phrase with its paragraph.

a. 鲁班按照边上长着尖齿的草的样子发明了锯子。
(Luban invented the saw imitating the shape of grass blades with sharp-toothed edges.)

b. 据说鲁班是发明锯子的那位工匠。
(Luban is said to be the craftsman who invented the saw.)

c. 用斧子砍树，又累又慢。
(It took too much effort and time to fell trees with axes.)

3 Scan the text quickly. Fill in the blanks in the following sentences.

a. 鲁班会盖各种各样的_____，还会做各种_____。
(Luban was not only able to build various kinds of_____ but also to make various kinds of _____.)

b. 鲁班和一些人带了_____到山上去砍树。
(Luban and some other people went to fell trees with _____ on the hills.)

c. 忽然他的手指被一种_____划破了。
(All of a sudden, his fingers were scratched by _____.)

d. 这种草叶子的边上长着许多_____。
(There are many _____ on the edges of the grass blades.)

e. 他找人做了几十根边上带细齿的_____。
(He got several dozen _____ with fine-toothed edges made.)

锯①是怎样发明的

两千多年前，有一个名叫鲁班② 的人，他从小就学会了多种技术，他会盖各种各样漂亮的房子，还会做各种工具。人们用的锯，据说③ 就是鲁班发明的。

一次，鲁班要盖一座大房子，他和一些人带了斧子到山上去砍树。用斧子砍树，又累又慢。砍了几天，砍下来的树离需要还差得很远，鲁班心里十分着急。

有一天，他到一座山上去砍树，正往山上爬着，忽然手指被一种草划④ 破了。鲁班心里想：这种草为什么这么厉害？他忘了疼，认真地研究起这种草来。他发现，原来这种草叶子的边上长着许多锋利⑤的细齿⑥。他用那小细齿在手上划了一下，又划破了皮。这时鲁班高兴极了。他想：草上的细齿太有用处了。按照这种草的样子，做成边上有细齿的铁条⑦，不就可以锯树了吗？于是，他马上回去找人帮忙，做了几十根边上带细齿的铁条。他用这种铁条去锯树，真是又快又方便，只用几天工夫，就把盖房用的树木都锯下来了。这种带有细齿的铁条，发展到现在，就是我们用的锯。

生　词

1. 锯	jù（名、动）	saw; to saw scie; scier
2. 鲁班	Lǔ Bān（专名）	*name of a person* *nom de personne*
3. 据说	jùshuō	It's said that on dit que
4. 划	huá（动）	to scratch; to cut égratigner
5. 锋利	fēnglì（形）	sharp aigu; tranchant
6. 齿	chǐ（名）	tooth dent
7. 铁条	tiětiáo（名）	a strip of iron barre de fer

Suggestions to the Teacher

Stage II: This stage aims at training students to glance over the text as rapidly as possible either to get the gist, or to locate specific information.

For skimming, speed is of paramount importance. Students should be given no more than one and a half minutes to go over the whole text, so that they are "forced" to ignore minutes, keeping their eyes--and their minds -- busy looking for the part and parcel. Exercises 1 and 2 have been designed to encourage them to skim in search of the main idea for each paragraph as well as for the whole passage.

Scanning, as a further step than skimming, requires additional amount of comprehension in order to locate more specific detail. It is toward this goal that Exercise 3 is orientated. Specific information has to be picked out from the text to fill in the blanks. However, at this stage, students are not allowed the luxury of scrutinizing with the help of dictionaries. Rather, they are "rushed" through the material, sensible quessing being not only encouraged but necessitated as well.

Key to the exercises: 1. a. F b. F c. T d. F

2. a.--Para 2 b.--Para 1 c.--Para 3

3. a. 房子 (houses); 工具 (tools)

b. 斧子 (axes) c. 草 (grass)

d. 齿 (teeth) e. 铁条 (iron strips)

Stage III: Decoding/intensive reading

1. Each of the sentences below contains an underlined word. Each is followed by four lettered English words. Read the sentences, and then choose the English word that is closest in meaning to the underlined word.

i) 他会盖各种各样漂亮的房子。

a. huge b. small c. beautiful d. strange

ii) 鲁班心里十分着急。

a. worry b. happy c. determined d. hesitant

iii) 他忘了疼，认真地研究起这种草来。

a. develop b. study c. digest d. register

iv) 这种草叶子的边上长着许多锋利的齿。

a. crooked b. ugly c. blunt d. sharp

2. The following sentences are taken from the passage you have just read. Can you identify the doers of the actions expressed in them?

a. (他和一些人带了斧子到山上去砍树。)砍了几天，砍下来的树离需要还差得很远。

b. (他想:草上的细齿太有用了。)按照这种草的样子，做成边上有细齿的铁条，不就可以锯树了吗？

3. Each of the following sentences consists of more than one clause or more than one predicate verb. Can you explain the semantic relations between the clauses or verbs?

For example: 你不来，我不走。

There is a conditional relation between the two clauses of this sentence(I will not go unless you come), although the relation is not indicated by any explicit means in Chinese.

a. 一次，鲁班要盖一座大房子，他和一些人带了斧子到山上去砍树。

b. 他正往山上爬着，忽然手指被一种草划破了。

c. 按照这种草的样子，做成边上有细齿的铁条，不就可以锯树了吗？

Suggestions to the Teacher

Stage III: Decoding is a necessary tool for students who are learning to read, because they will, more often than not, encounter unfamiliar yet important words or complex structures, which take more effort than just skimming and scanning to comprehend.

It is expected that, with Exercise 1, students will have a chance to make reasoned guesses at the difficult lexical items, by securing cues from the general meaning of the whole sentences, and also from the grammatical relationships the words in question bear with the neighboring sentential components.

Exercises 2 and 3 have been prepared to verify that the grammar has been read. Focus is placed upon two difficult Chinese structures, namely, the subjectless sentence and parataxis. In reading subjectless sentences where the doers of the predicate actions are implicit, the reader should refer to the context to find and insert the "missing" agents of actions.

Paratactical structures are common in Chinese, so a proper understanding of them is essential to advancement of reading comprehension. Exercise 3 provides students with some practice in recognizing subordinate relationships expressed by parataxis.

Key to the exercises: 1. i) c. ii) a. iii) b. iv) d.

2. a. 他和一些人 (He and some other people)
   b. 他、人们 (He or people in general)

3. a. causal relation (because...)
   b. temporal relation (when...)
   c. conditional relation (if...)

Stage IV: Comprehension device

1. 用英语回答下列问题。
(Answer the following questions in English.)

a. 鲁班是干什么活的？
(What was Luban's occupation?)

b. 鲁班为什么着急？
(What was Luban worried about?)

c. 是什么启发了鲁班？
(What gave Luban an inspiration?)

d. 锯子是怎样发明的？
(How was the saw invented?)

2. 从下列各组句子中选出最能正确地表达文章内容的句子。
(Choose the statements from each group of sentences below that state the information in the passage most correctly.)

a. i) 鲁班从小就会使用锯子。
(Luban knew how to use a saw when he was a child.)

ii) 鲁班会盖房子，不会做工具。
(Luban was able to build houses, but he was not able to make tools.)

iii) 鲁班不但会盖房子，还会做工具。
(Luban was not only able to build houses but also to make tools.)

b. i) 用斧子砍树很容易。
(It was easy to fell trees with axes.)

ii) 人们不喜欢用锯子锯树。
(People did not like to fell trees with saws.)

iii) 用斧子砍树太慢，鲁班心里十分着急。
(It was so slow to fell trees with axes that Luban became very much worried.)

c. i) 用带齿的铁条锯树，又累又慢。
(It took too much effort and time to fell trees with tooth-edged iron strips.)

ii) 锯子与斧子一样有用。
(The saw is as useful as the axe.)

iii) 现代的锯子是从这种带齿的铁条发展而成的。
(The modern saw has developed from the tooth-edged iron strips.)

d. i) 他在上山的路上拔了一根草。
(He plucked a grass blade on his way up the hill.)

ii) 上山时他的手指被带齿的草划破了。
(When he was climbing up the hill, his fingers were scratched by tooth-edged grass blades.)

iii) 他到树林里去散步。
(He went for a walk in the forest.)

e. i) 鲁班请人做了一些带齿的铁条。
(Luban had some tooth-edged iron strips made.)

ii) 鲁班买了十根铁棒。
(Luban bought ten iron rods.)

iii) 鲁班用铁棒割草。
(Luban cut grass with iron rods.)

3. 把下列句子组织成一段连贯的短文。
(Organize the following sentences into a coherent paragraph.)

a. 用这种铁条锯树，又快又方便。

b. 鲁班是二千多年前中国的一名能工巧匠。

c. 他发现这种草很厉害，是因为边上长着许多齿。

d. 这种带齿的铁条，发展到现在，就是我们用的锯子。

e. 于是他请人照这种草的样子，做了几十根带细齿的铁条。

f. 据说，有一次，他在上山砍树的路上，手指被一种草划破了。

Suggestions to the Teacher

Stage IV: The main purpose of the exercises at this stage is to provide some feedback on how well students understand the text, how well they can "read between the lines", how well they can follow the development of ideas in a paragraph, how sensitive they are to the cohesive devices. In other words, these exercises are of a comprehensive nature, taking as their basis all the exercises at the previous stages.

For fear that students may not be able to express what they understand adequately in Chinese, the open-ended questions in Ex.1 are to be answered in English. The wording of the questions are not directly traceable to the text, so that students have to use information given as well as that which is between the lines and in the brain. In a word, students are to be actively involved in the experience.

Similar mental exertion is needed for Ex.2, which tests students' comprehension of key points throughout the story. The English versions beneath the Chinese are only supplied to help weaker students, and should be removed when the exercise is administered to average and above-the-average students.

Ex.3 goes beyond the sentence level to check students' sense of how ideas are strung together. They have to understand the separate sentences, and more importantly the overall pattern of paragraph development, to restore the scrambled paragraph to its normal order.

Key to Ex.2 & 3: 2. a. iii) b. iii) c. iii) d. ii) e. i)

3. b. f. c. e. a. d.

Stage V: Transferable/ integrating skills

1. 找出反义词
(Pair off antonyms in the list.)
漂亮、马虎、远、钝、锋利、慢、丑陋、盖(房子)、近、认真、快、拆(房子)

2. 写五个带"又……又……"结构的短语
(Figure out the meaning of "又……又……" in the phrases "又累又慢" and "又快又方便", and then write five similar phrases.)

3. 写出五个与下列词结构相同的词
(Expand the following list by adding five words of similar formation.)

斧子　房子　锯子

4. Write a short narrative in Chinese: "蒸汽机是怎样发明的"

Suggestions to the Teacher

Stage V: It is not only appropriate but also necessary at this final stage of the reading lesson to direct students' attention beyond the particular features of the given passage to enhance their reading skills per se. With this consideration in view, exercises have been designed to develop cognitive strategies that will facilitate the comprehension of future readings.

Ex. 1 will help students sharpen their sense of lexical denotations and connotations by pairing and contrasting antonyms.

Ex.2 & 3 will familiarize students with word formation--the use of suffix "子" in forming nouns, and the "又.....又....." pattern, which is representative of one of Chinese phrase structures. It is hoped that an acquaintance with the representative features of the Chinese language will be helpful to future reading practice.

I would like to remind the teacher that Ex.2 & 3 of Stage III may well belong in the present stage. If he finds those two exercises too difficult for Stage III, there is no reason for him to hesitate to move them to this final stage.

Key to Ex. 1: 漂亮－丑陋　　盖(房子)－拆(房子)
慢 － 快　　远 － 近
认真－马虎　　锋利 － 钝

ENGLISH AS A SECOND LANGUAGE (BEGINNING LEVEL)

SAMPLE MATERIALS

Prepared by: Susan Johnston Graft
Indiana University of Pennsylvania

Student Editorial

All of Us Aren't Bad

By KRISTY WISE
Williamsport High School
Williamsport, Pa.

Stereotyping — the act of judging a whole group of people by the actions of just a few members of that group — is very common in today's society. But it is most common among adults and teen-agers.

For example, most adults blame car accidents on "those stupid kids who don't know how to drive" when there are just as many adults as there are teens to blame for auto accidents. After all, to acquire a driver's license one must take a test regardless of age.

Another example is how most adults look down on teens because they've heard of a few kids getting high or drunk. Just because a few mess up their lives with alcohol or drugs doesn't mean that every teenager is a drunk or a drug addict.

One other case of stereotyping comes when, for example, a 15-year-old steals something. Then, in the eyes of those adults over 20, everyone under 18 is a rotten little juvenile delinquent.

Admittedly, there are some really bad teens in the world. But is there any adult out there who has never done anything wrong?

GRIT welcomes editorials or articles of opinion from high school students. We will pay $25 for each accepted submission of 200 words or less sent to Student Editorials, GRIT, 208 W. Third St., Williamsport, Pa. 17701. All contributions must include a signed verification from your English teacher that the work is original.

Reading Plan
Susan Johnston Graf

I. New Vocabulary

juvenile delinquent
high (getting high)
drunk
rotten (as applied to a person)
mess up
teenager

Pre-teaching Strategy: Stereotyping

Have students look at pictures and tell what they think these people might be like. How did they reach these conclusions? By using the stereotypes they know.

II. Students scan to answer the following questions:

1. What group most commonly stereotypes teenagers?

2. What three problems are commonly blamed on teenagers?

III. Decoding/Intensive Strategy

1. How does the text define stereotyping?

2. What example of stereotyping does the author use?

3. How does the author feel about stereotyping? Why?

4. What particular group is the author defending? What hint at the beginning of the article might have suggested that the author would defend that group?

5. Is the author guilty of stereotyping? If so, in what way?

6. What are the two requirements for a driver's license in the U.S.?

IV. Comprehension Device: T/F

1. Stereotyping is very common.
2. Most teenagers get drunk and high.
3. According to the author, everyone over twenty is an adult.
4. Adults cause most car accidents.
5. The author feels that some teenagers are bad.

V. Transferable/ Integrative Strategy

A. Oral discussion questions:

1. Are stereotypes always wrong?
2. What kinds of stereotyping go on in the students' respective cultures?
3. What kinds of stereotyping do the students think go on in the U.S.?
4. What activities might a juvenile delinquent from the students' respective cultures engage in?
5. At what age are people considered adults in the students' respective cultures?

B. Have students write their own short article about a way in which adults in their cultures unfairly stereotype teenagers. First make sure the students know what an editorial is. Do papers in the students' home countries have editorial pages? What kinds of issues might be the subject of editorials in the students' cultures?

C. Ask the students if they have any other questions.

ENGLISH AS A SECOND LANGUAGE (ADVANCED LEVEL)

SAMPLE MATERIALS

Prepared by: Dan Tannacito
IUP/American Language Institute

Dan Tannacito
IUP ALI

ESL READING PLAN-- Advanced Level

"How To Buy A VCR"

I. PREPARATION

Strategy: Background Vocabulary Warm-up

Procedure: Students generate the meanings of the following words on the topic of home electronic equipment:

1. tuner
2. stereo
3. hi-fi
4. mono
5. amplifier
6. tapes
7. spectrum
8. slow motion
9. speakers
10. cable
11. video

Students should discuss their guesses with a partner without the teacher providing the answers before reading.

II. SKIMMING GUIDE

Strategy: Building a Textual Schema

Procedure: Students look through, alternately, the text of the reading selection and the advertisement. Students try to use the advertisement pictures to figure out the meaning of the headings in the text, and answer the following questions:

A. This article is about a (1) person (2) place (3)event (4) thing (5) idea (6)organization

B. Another appropriate title for the article could be:
(1) VCR: How To Sell and Maintain them
(2) If You Have Seen One, You Have Seen Them All
(3) VCR: Shoppers Beware
(4) Confused About Video Cameras?

III. INTENSIVE READING

Strategy: Learning to "chunk" text and extract inference and implication

Procedure: Students choose either the normal or altered paragraphs to read silently and answer the comprehension question at the end of each paragraph (1-2 minutes per paragraph).

Dan Tannacito
IUP ALI

IV. DECODING BY USING CLUES AS GUIDES

Strategy: Learning to use 3 or 4 kinds of clues to enhance comprehension of text, namely: word, grammatical, organizational, idiom, reference clues

Procedure: After III, teacher selects a few clue techniques, according to the kind of difficulty experienced by the class, for the students to try after each paragraph. Each type of clue should be used at least once in the lesson on this selection. Students may use the special help section (boxed after each set of decoding exercises) for self-instruction or the teacher can use it in class to provide a deductive explanation when necessary.

V. TRANSFERABLE SKILL

Strategy: Simulated problem-solving activity

Procedure: Students use the "VCR Buyer's Guide" to solve the simulated problem presented in the exercise.

The student material designed for this lesson may be used in-class or at home, in whole or in part. The teacher may skip all of the decoding exercises or only some in-class, depending on the abilities of the students in question with the particular decoding clues used with each paragraph.

Students by their own choice or by the teacher's direction in-class may consult the HELP section after each decoding exercise if they are unable to answer the comprehension question in the preceding decoding exercise. Also, this material may be used by the student for self-instruction.

The STOP sign after the reading sections and the decoding exercise is useful in class to remind the students to wait to confirm their answers as a group before proceeding to the next section of the reading selection and exercises.

An answer guide is provided.

Dan Tannacito
IUP ALI

"How To Buy A VCR" Answer Key

INTRODUCTION: Author Opinion- (a) F (b) F (c) T (d) F

1. b 2.(a) 1 (b) 6 3. grown-ups toys; high-tech toys

4. (a) Adj (b) Adj (c) Adj

TAPE FORMATS: Author Opinion-- (a) VHS (b) 8mm

1. (a) kinds (b) half-inch 2. First, Beta; Second VHS; Third, 8mm

3. c 4. (a) F (b) T (c) T

TAPE TIMES: Author Opinion-- (a) T (b) F (c) F (d) F

1. c 2. 2, 4, 6 3. eight hours on a tape...that's

4. c

VIDEO HEADS: Author Opinion-- (a) 2 (b) 1

1. BEFORE: thing, technical AFTER: 2,4,more; the VHS machine; fast-forward or scan

2. (a) 2 (b) with two heads with four heads

3. (a) for example (b) continue/go on (c) except

4. b

MULTIEVENT: Author Opinion-- b

1.b 2. b 3. a

STEREO AND HI-FI: Author Opinion-- c

1. (a) 2 (b) 3 2. c 3. b 4. b

PORTABLE: Author Opinion-- (a) 2 (b) 1 (c) 4 (d) 3

1. (a) 3 (b) 2 2. The problem with this feature

3. a 4. a

Dan Tannacito
IUP ALI

Answer Key (cont'd)

CABLE-READY: Author-Opinion-- c

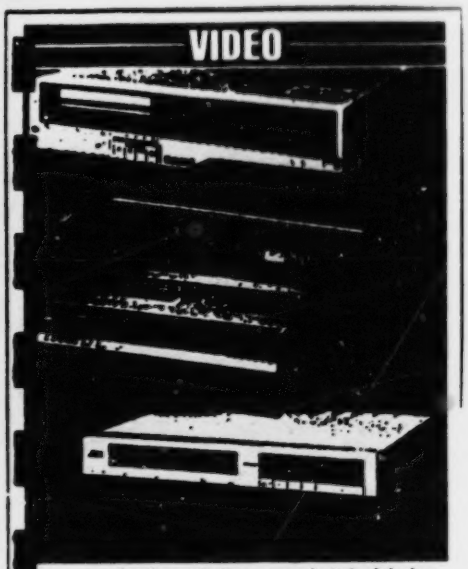
1. c

2. pay channels

REMOTE: Author Opinion-- d

1. c 2. a 3. a, b

VIDEO



They may look much the same, but don't judge a VCR by its cover; small differences add up.

HOW TO BUY A VCR

Videocassette recorders — VCRs — are the most popular grown-ups' toys around, selling at a rate of 100,000 to 150,000 a week. They are well loved for lots of good reasons: You can "time-shift," recording David Letterman late at night but watching him at a civilized hour. You can rent movies for less than it costs to go to one. You can rent tapes that will teach you how to exercise or even fish. You can buy a camera and make your own made-for-TV movies. Like most high-tech toys, the VCR is a complicated beast, not as mysterious as the computer but confusing nonetheless. Here's what to look for when buying a VCR:

▲ TAPE FORMATS

A given machine can use only one kind of tape. There are two kinds of tape now, and soon there will be a third. The first two, both half-inch tapes, are called Beta and VHS. Their technical differences are not worth worrying about. Sony has added plenty of frills to its Beta machines, like hi-fi sound and small video cameras, but VHS makers copycat them. What counts instead is popularity: VHS has won, hands down, over Sony's Beta. That's important if you want to rent tapes—many stores now carry only VHS—or trade them with friends. If you're sure that you'd *never* want to do this—that all you want to do is record shows and watch them—then Beta machines can do the job for less than VHS varieties. (Even Beta's creator, Sony, has acknowledged the competition: The company is now making VHS tapes.) The third format, 8 mm, will be smaller and used mainly for home movies. With so many VHS machines already sold, it will be difficult for 8 mm to seriously dent the market.

▲ TAPE TIMES

On VHS machines you can record at three speeds: fast enough to fit two, four or six hours of programs on the same T-120 cassette. At the six-hour speed you give up a barely noticeable bit of picture quality, but you get more on a tape. You'll see VHS machines advertised promising eight hours on a tape. Don't be fooled: That's not a function of the machine but of the tape. To get eight hours you need a thinner, more fragile, more expensive tape. Beta machines can record up to five hours. And 8 mm will come with a top time of only 90 minutes.

▲ VIDEO HEADS

This is a choice you'll be faced with on VHS machines: Should you get two heads, four heads or more? It sounds complicated, but it's not. The issue is whether you can scan, that is, fast-forward through a tape to find what you want. (Admit it: You'll want to zap past commercials.) With two heads on a VHS machine you can scan only on tapes recorded at the six-hour speed. With four or more heads, you can scan at all speeds. So what does that mean? It means that if you record shows off TV at the six-hour speed, as most people do, you can scan through and zap commercials and newsbreaks, even on a two-head machine. But the movies and exercise tapes that you rent are recorded at the two-hour speed. To scan through those you need a machine with at least four heads. Most times when you rent a movie, you'll probably just want to watch it, since there are no commercials. So usually a two-head machine will suit you well and cost you less. But if you're the kind of person who buys *The Godfather* just to see the horse's head in the bed, or *Jane Fonda's Workout* to tighten your thighs, then you'll want to be able to search through the tape for your favorite scenes; you'll need four or more heads.

▲ MULTIEVENT

Almost all VCRs come with timers that let you turn them on and off and record a show when you're not around. If you want to record more than one show—say, Channel 4 at 8 p.m., Channel 2 at 9—then you need a "multievent" VCR. It is a frill. But if you don't buy multievent, you'll be sorry when you go away for a weekend and there are two movies you want to record.

▲ STEREO AND HI-FI

Here's a commentary on how confusing high-tech toys can be: It wasn't long ago that stereo VCRs first came out. Now there are stereo *hi-fi* VCRs. Hi-fi is an old term, but with VCRs it has new definition: Now, when they say high fidelity, they mean it. Some audiophiles have been known to use Beta hi-fi VCRs without the video; the sound is that good, comparable to the sound produced by the new compact-disc record players. Now there's hi-fi in VHS too.

So that's two more choices to make. The first: Stereo or mono? Most prerecorded tapes are now produced in stereo, and TV programs already are being broadcast in stereo in some cities. In VCRs stereo soon will be the only way to go. A mono record player still plays stereo records; a mono VCR will play stereo tapes. But with a stereo machine and a few wires hooked up to your speakers (through your amplifier), you'll have great sound. The second choice: Hi-fi or low? Hi-fi gives you sound that's spectacular compared to stereo, but it's going to cost you.

▲ PORTABLE

Some VCRs come apart so that you can carry a "small" recorder (about the size of a phone book) on your back, hook it up to a camera, and become your own Eyewitness News Team. The problem: Portable VCRs are more expensive than tabletop models and the cameras cost yet more. And no matter that they're called portable, they're still a lot to lug around. Now there's another option: the Betamovie and the VHS equivalent. These are cameras with video tape recorders inside, so you don't need to carry around a separate VCR. On Beta you can record about three and a half hours in the camera, on VHS only 20 minutes. The catch: These cameras are new and still expensive ($1,000 and up), so you wipe out the savings you get by buying a tabletop instead of a portable VCR. The moral: If you don't want a camera right away, but might someday, you'll probably be safe buying a tabletop VCR—saving a few hundred dollars since it's not portable—and waiting for the right (and slightly cheaper) combination camera-recorder to come out. The 8 mm option for home movie video is questionable. As of now you can't play prerecorded movies on 8 mm machines.

▲ CABLE-READY

This is jargon you'll be faced with when you start shopping. What it means is basically this: A not-ready-for-cable VCR can't be programmed for all the many channels available on cable. A cable-ready VCR can act as a tuner, recognizing the full spectrum of channels available. It can replace your cable box so that, with your timer, you can record anything except for pay channels such as HBO and Showtime; to record them, you still need to go through the cable box.

▲ REMOTE

Most VCRs come with remote controls. Some are better than others. Some require a wire, others don't. Some let you change the channel on the VCR, others don't. RCA has come out with a remote-control box with enough buttons to run a space shuttle; it controls both the TV and the VCR. Remember: The more you use your remote control, the more getting-up-to-change-the-channel exercise you'll miss and the more you'll have to jog to stay in shape.

▲ PRICES

A bare-bones Beta VCR costs around $300. Bare-bones VHS machines start around $400. Add about $100 for either multievent or four heads on VHS; about $200 for both. Add another $50 or so for a wireless remote control and a few more dollars for frills like freeze-frame or slow motion—totaling around $700 for VHS—and you have a good, midrange tabletop machine. But to rise to the top of the line in VHS or Beta—with stereo, hi-fi, portability, all the special effects and a nice looking box—you can spend $1,000 to $2,000 or even more. Don't forget, the expense doesn't end there. There are cable-TV fees (you'll probably want to tape cable movies and shows), there are blank tapes to buy, and you'll want to find the nearest video store and join its club so you can watch your favorite Woody Allen movie again. But it's worth it. VCRs are more fun than Frisbees.

—*Jeff Jarvis*

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ADVERTISEMENT

LOCATE THE MACHINES WITH THE FOLLOWING FEATURES:

(a) Video Heads
(b) Multievent
(c) Stereo
(d) Hi-Fi
(e) Cable-Ready
(f) Portable
(g) Remote

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VHS FRONT LOAD VCR WITH 10 FUNCTION WIRED REMOTE AND 3 EVENT/14-DAY PROGRAMMING
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- High speed search
- Electronic tuning
- Multi function display
- Remote control

Fantastic Price! $317

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1-800-221-3513
This Week's Tape Specials!

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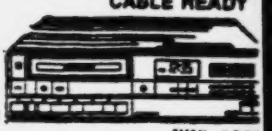
RCA T-120 Super High Grade	$6.95
TDK T-120 6 Hour	$4.95*
KODAK T-120 HGX Broadcast Quality	$7.95

*After manufacturer's rebate

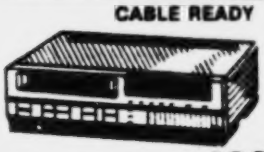
BETA CABLE READY
WITH WIRELESS REMOTE
- Front loading
- 5 hour beta
- Pause/still & cue control
- Freeze frame
- 3 day prog. timer
- High speed search



AVAIL. 1-8-85

Great Value! $268

RCA CABLE READY
SELECTAVISION 14-DAY 4-EVENT
- Front loading
- 8 hour VHS
- Electronic tuning
- High speed search
- Still frame
- Wireless remote

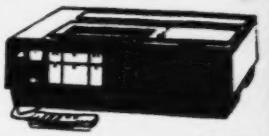


Super Low Price! $439

SONY BMC-220K AUTOFOCUS BETAMOVIE
8-PIECE OUTFIT INCLUDES: Camera, AC Adapter Battery pack, Pola lens, Lens cap, Eye cup, Shoulder strap & L-750 tape $1099*

Camera Only $895

JVC VIDSTAR PROFESSIONAL 4-HEAD RECORDER
- 8 hour VHS
- 10 day program
- High speed search
- Remote and electronic control



Fantastic Buy! $359

Panasonic CABLE READY WITH 4-HEADS
- Front loading
- 7 day program
- Speed search
- Still frame
- Audio dub
- Electronic tuning
- Frame advance

On Sale! $463

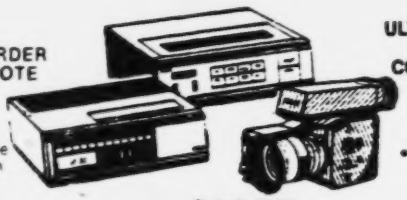
Panasonic 4-HEADS w/STEREO DOLBY
- 14-days, 8-event
- 26-function wireless remote
- Variable slow motion
- 139 channel tuning
- High speed search
- One-touch recording

On Sale! $632

JVC VIDSTAR 14-DAY, 8 EVENT WITH STEREO
- 8 hour VHS
- Front loading
- Tech 4 head system
- Dolby stereo
- Direct access
- Quartz tuning
- Wireless remote

Super Low Price!

RCA LIGHTWEIGHT PORTABLE RECORDER w/WIRELESS REMOTE
- 8 hour VHS
- 7 day, 6-event
- 14 function remote
- Fast & slow motion
- High speed search



RCA ULTRA COMPACT SOLID STATE COLOR CAMERA
- 6:1 zoom lens
- Constant auto white balance
- Elect. viewfinder
- Lightweight (2.2 lbs.)

Special Package Price! $1257

Panasonic SUPER LIGHTWEIGHT 4-HEAD PORTABLE WITH STEREO
- 2-4-6-8 hour VHS
- Wireless remote
- 14 day program
- Cable ready
- Quartz tuning
- High speed search
- Slow motion

Panasonic PK-558 AUTOFOCUS COLOR CAMERA
- Low light
- Time/date generator
- 6:1 power zoom
- Electronic viewfinder
- Auto iris control

Complete Package Price! $1448

Panasonic PRO LINE IV-8420 INDUSTRIAL QUALITY PORTABLE VHS
12 function remote control
Soft touch operation
High speed search
Variable slow motion
Memory rewind
Video add & audio dub
Carrying case

Panasonic WV-3240 12X PROFESSIONAL COLOR CAMERA WITH 12:1 ZOOM
- High res. (350 lines)
- 2 page memory
- Low light
- 12:1 power zoom
- Stereo mic • Tilting
- Electronic viewfinder

Special Package Price! $1592

Quasar SUPER LIGHTWEIGHT PORTABLE 4-HEAD WITH VHS HI FI
- 2-4-6-8 hour VHS
- Wireless remote
- 14 day program
- Cable ready
- Quartz tuning
- High speed search
- Slow motion

Quasar SUPER LIGHTWEIGHT COLOR CAMERA
- 6:1 power zoom
- Low light
- Electronic viewfinder
- Fade control
- Auto date/time Generator

Special Package Price! $1494

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TEXT: Intensive Reading

Read the following paragraph in either the normal or altered form and answer the Author Opinion exercise:

HOW TO BUY A VCR

Videocassette recorders—VCRs—are the most popular grown-ups' toys around, selling at a rate of 100,000 to 150,000 a week. They are well loved for lots of good reasons: You can "time-shift," recording David Letterman late a night but watching him at a civilized hour. You can rent movies for less than it costs to go to one. You can rent tapes that will teach you how to exercise or even fish. You can buy a camera and make your own made-for-TV movies. Like most high-tech toys, the VCR is a complicated beast, not as mysterious as the computer but confusing nonetheless. Here's what to look for when buying a VCR:

HOW TO BUY A VCR

Videocassette recorders--VCRs--
are the most popular grown-ups toy around
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They are well-loved
for lots of good reasons:
You can "time-shift,"
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You can rent movies
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it costs to go to one.
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or even fish.
Like most high-tech toys,
The VCR is a
complicated beast,
not as mysterious
as the computer
but confusing nontheless.
Here's what to look for
when buying a VCR.

AUTHOR OPINION EXERCISE

Mark each of the following sentences true (T) or false (F):

__1. The author thinks that VCRs are for kids

____ 2. The author thinks you already own a VCR.

____ 3. VCRs are as mysterious but not as confusing as a computer.

____ 4. The author tells you to follow your own advice.

STOP

DECODING EXERCISE

Answer each of the following exercises. You may consult the text of the paragraph.

1. Key Word Clues

The word "time-shift" in the paragraph is so special that the author puts it in quotation marks. Does this word mean something like

(a) getting to work on time
(b) changing from one time to another
(c) making a mistake reading the time

HELP

Every paragraph has a few words that are most important for the meaning of a text. Authors use quotation marks sometimes to draw attention to a word that has a special meaning. Use the words before and after the unknown word to help you guess its meaning.

2. Organization Clues

Which are the two most important sentences for the meaning of this paragraph (give the number)?

(a)_____

(b)_____

HELP

In any short paragraph one or two sentences are always more important than others because they are more general and directly related to the topic of the reading.

3. Expression Clues

The author of this paragraph uses some special language two or three times to interest the reader. Which of the following phrases are used playfully?

(a) grown-ups toys
(b) civilized hour
(c) rent movies for less
(d) high tech toys
(e) complicated beast

HELP

Occasionally in popular writing authors are playful when we expect them to be serious because they know they must interest the reader.

4. Grammatical Clue

Circle the correct part of speech for each of the compound words below that are found in this paragraph:

(a) grown-ups :	Noun	Adjective	Preposition	Verb
(b) made-for-TV:	Noun	Adjective	Preposition	Verb
(c) high-tech :	Noun	Adjective	Preposition	Verb

HELP

Lots of words, called compounds, have a hyphen in them, like hi-fi or short-term. A writer can use a hyphen to put words together as if a lot of words were working in a sentence as one word. Usually, the hyphen doesn't change the meaning of the individual words but only helps you read a group of words faster by changing the function or part of speech of the word.

STOP

TEXT: Intensive Reading

Read the following paragraph in either the normal or altered form and answer the Author Opinion Exercise:

▲ TAPE FORMATS

A given machine can use only one kind of tape. There are two kinds of tape now, and soon there will be a third. The first two, both half-inch tapes, are called Beta and VHS. Their technical differences are not worth worrying about. Sony has added plenty of frills to its Beta machines, like hi-fi sound and small video cameras, but VHS makers copycat them. What counts instead is popularity: VHS has won, hands down, over Sony's Beta. That's important if you want to rent tapes—many stores now carry only VHS—or trade them with friends. If you're sure that you'd *never* want to do this—that all you want to do is record shows and watch them—then Beta machines can do the job for less than VHS varieties. (Even Beta's creator, Sony, has acknowledged the competition: The company is now making VHS tapes.) The third format, 8 mm, will be smaller and used mainly for home movies. With so many VHS machines already sold, it will be difficult for 8 mm to seriously dent the market.

TAPE FORMATS

A given machine
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There are two kinds now,
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Even Beta's creator, SONY,
has acknowledged the competition:
the company is now
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The third format, 8mm,
will be smaller
and used mainly for home movies.
With so many VHS machines already sold,
it will be difficult
for 8mm to seriously
dent the market.

AUTHOR OPINION EXERCISE

(a) Which tape format, in the author's opinion, is the best to buy?_____

(b) Which tape format is the worst to buy?_____

STOP

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DECODING EXERCISE

Answer each of the following exercises. You may consult the text of the paragraph.

1. Key Word Clue

The word format is a keyword in the meaning of this paragraph. Check the following words from the paragraph that help you get the meaning of format:

____ (a) kinds of tape
____ (b) technical differences
____ (c) frills
____ (d) copycat
____ (e) none of the answers above

HELP

Look at the context to get help with the word's meaning, either just in front or immediately after the unknown word.

2. Organization Clue

What are the three kinds of formats?

First, _____, second,_____, and third,_____.

HELP

Look for clues that tell you how the author wants you to separate the parts of the paragraph. For example, the author says: "There are two kinds of formats . . . and soon a third . . ."

3. Idiom Clue

The author says that producers of 8mm tape formats cannot dent the market. Dent the market most probably means:

___(a) eat food at a store
___(b) damage the electronic industry
___(c) make a place for itself
___(d) none of these answers

HELP

Remember that an idiom is a group of words eith a special meaning you cannot get from adding the meaning of each word together. Try to remember an idiom from conversations or picture some situation suggested by the idiom. Skip the idioms you notice when you don't think they are important for the basic meaning of the paragraph.

4. Grammatical Clue

The author uses two sentences that begin with if. Mark the following sentences T (true) or F (false) according to the meaning of these sentences:

____(a) You can rent more tapes in Beta than VHS format.
____(b) You can trade VHS tapes because more people have them.
____(c) Beta machines are cheaper for recording live TV shows.

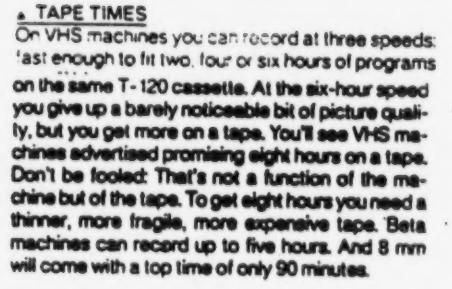
HELP

Sometimes a writer will use the same grammatical structure several times in a paragraph. A sentence that begins with if gives you some choice about the topic. The if part of the sentence means "on condition that". The then part of the sentence means "the result follows that." Usually, the then part is true only when the if part happens.

STOP

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:



▲ TAPE TIMES

On VHS machines you can record at three speeds: fast enough to fit two, four or six hours of programs on the same T-120 cassette. At the six-hour speed you give up a barely noticeable bit of picture quality, but you get more on a tape. You'll see VHS machines advertised promising eight hours on a tape. Don't be fooled: That's not a function of the machine but of the tape. To get eight hours you need a thinner, more fragile, more expensive tape. Beta machines can record up to five hours. And 8 mm will come with a top time of only 90 minutes.

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To get eight hours
You need
a thinner, more fragile, more expensive
tape.
Beta machines can record
up to five hours.
And 8 mm will come with
a top time of only 90 minutes.

AUTHOR OPINION EXERCISE

Mark the following statements T (true) or F (false) according to what the author says:

____(a) The same T-120 cassette tape can record at three speeds.
____(b) You can get better picture quality when you record at six-hour speed.
____(c) You must buy a special VHS machine to record at 8 hour speed.
____(d) The amount of time you can record on a videotape depends on the machine you buy.

STOP

BEST COPY AVAILABLE

DECODING EXERCISES

Answer each of the following exercises. You may consult the text of the paragraph.

1. Key Word Clue

Check one meaning below for the expression tape times:

____(a) multiply by two
____(b) frequently
____(c) units of length
____(d) a periodic schedule
____(e) when something happens

HELP

Very ordinary words, like times, have many meanings listed in the dictionary. Use the words in context to help you get the exact meaning for this paragraph, for example "three speeds."

2. Organization Clue

Circle the three recording speeds of VHS T-120 videotapes:

2 4 6 8 90 120 hours

HELP

The punctuation mark called a colon (:) is a clue that the information after it will be several equal parts of the word or expression that comes before the colon.

3. Grammatical Clue

The author uses the pointer words this and that to mean something he says elsewhere. Draw an arrow to connect the pointer word with its meaning in the following sentences:

"You'll see VHS machines advertised promising eight hours on a tape. Don't be fooled: That's not a function of the machine but of the tape."

HELP

A few English words take the place of pointing a finger in conversation. The word this points to something which is close to the speaker. The word that points to things that are not near either the speaker or the listener.

4. Reference Clue

Who is the author talking to when he writes " . . . you can record . . ." or "you'll see VHS machines" or "Don't be fooled."

____(a) the person typing his article
____(b) people who own VCR's
____(c) the person who is shopping for a VCR
____(d) other writers

STOP

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

▲ VIDEO HEADS

This is a choice you'll be faced with on VHS machines: Should you get two heads, four heads or more? It sounds complicated, but it's not. The issue is whether you can scan, that is, fast-forward through a tape to find what you want. (Admit it: You'll want to zap past commercials.) With two heads on a VHS machine you can scan only on tapes recorded at the six-hour speed. With four or more heads, you can scan at all speeds. So what does that mean? It means that if you record shows off TV at the six-hour speed, as most people do, you can scan through and zap commercials and newsbreaks, even on a two-head machine. But the movies and exercise tapes that you rent are recorded at the two-hour speed. To scan through those you need a machine with at least four heads. Most times when you rent a movie, you'll probably just want to watch it, since there are no commercials. So usually a two-head machine will suit you well and cost you less. But if you're the kind of person who buys *The Godfather* just to see the horse's head in the bed, or *Jane Fonda's Workout* to tighten your thighs, then you'll want to be able to search through the tape for your favorite scenes; you'll need four or more heads.

AUTHOR OPINION EXERCISE

The author implies that you do two things.

Write the letter of the correct condition that is connected with the actions:

CONDITION

(a) You want to scan from a TV

(b) You want to scan from rented videotapes.

ACTION

____(1) Buy a four head VCR

____(2) Buy a 2 head VCR

VIDEO HEADS

This is a choice
you'll be faced with
on VHS machines:
Should you get
two heads, four heads, or more?
It sounds complicated,
but it's not.
The issue is
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(Admit it:
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then you'll want to be able
to search through the tape
for your favorite scenes;
you'll need four or more heads.

STOP

DECODING EXERCISES

1. Key Word Clue

Look back through the paragraph and list one word or phrase that tells you the meaning of the word heads before the word and one word or phrase that tells you the meaning after the word:

(a) BEFORE: _____ (b) AFTER: _____

2. Organization Clue

How many choices of video heads do you have?

1 2 3 4

HELP

Your choices are signaled by the sentences containing the if statements, namely, " . . . if you record shows off TV . . . ." and " . . . if you're the kind of person . . . ."

3. Give a similar word or words that means the following:

(a) that is : _____
(b) so: _____
(c) but: _____

HELP

These are connector words for repetition or contrast between parts of one sentence or between two sentences.

4. Reference Clue

The Godfather and Jane Fonda's Workout must be popular videotapes, because:

___(a) They are names of things.
___(b) You can find videotape stores with these names.
___(c) The author tells us what can be seen in each.
___(d) none of the above

HELP

It is not completely necessary to understand each cultural reference when you read. At least, you should recognize what kind of thing it must be and how it illustrates the author's point.

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

▲ **MULTIEVENT**
Almost all VCRs come with timers that let you turn them on and off and record a show when you're not around. If you want to record more than one show—say, Channel 4 at 8 p.m., Channel 2 at 9—then you need a "multievent" VCR. It is a frill. But if you don't buy multievent, you'll be sorry when you go away for a weekend and there are two movies you want to record.

MULTIEVENT

Almost all VCRs
come with timers
that let you turn them on and off
and record a show
when you're not around.
If you want to record
more than one show--say,
Channel 4 at 8 p.m.,
Channel 2 at 9--
then you need
a "multievent" VCR.
It is a frill.
But
if you don't buy multievent,
you'll be sorry
when you go away for a weekend
and there are two movies
you want to record.

AUTHOR OPINION EXERCISE

In this paragraph the author wants you to:

_____(a) Stay home each weekend to use the VCR

____ (b) Use a multievent VCR to record more than one show at a time

_____(c) be sorry that you didn't buy a multievent VCR

____ (d) none of the above

STOP

DECODING EXERCISES

1. Key Word Clue

Multievent means:

____(a) show with different forms of entertainment
____(b) many happenings
_____(c) two or more TV programs
____(d) None of These

HELP

Look for the parts of a word to get the meaning of each part and then apply the resulting meaning to what the writer is discussing.

2. Grammatical Clue

Which of the following could the author use instead of the word say ?

_____(a) tell
_____(b) for example
_____(c) rather
_____(d) speak

HELP

Informal writing sometimes shortens words and expressions or leaves a repeated word or two out. The word say is short for that is to say.

3. Idiom Clue

The author says "go away for a weekend" because

_____(a) he expects that VCR owners travel a lot
_____(b) he is afraid the VCR will be stolen
_____(c) A multievent VCR can be carried with you easily
_____(d) none of the above

HELP

The expression refers to a common American custom of taking short vacations on weekends or visiting people away from home.

STOP

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

▲ STEREO AND HI-FI

Here's a commentary on how confusing high-tech toys can be: It wasn't long ago that stereo VCRs first came out. Now there are stereo *hi-fi* VCRs. Hi-fi is an old term, but with VCRs it has new definition: Now, when they say high fidelity, they mean it. Some audiophiles have been known to use Beta hi-fi VCRs without the video; the sound is that good, comparable to the sound produced by the new compact-disc record players. Now there's hi-fi in VHS too.

So that's two more choices to make. The first: Stereo or mono? Most prerecorded tapes are now produced in stereo, and TV programs already are being broadcast in stereo in some cities. In VCRs stereo soon will be the only way to go. A mono record player still plays stereo records; a mono VCR will play stereo tapes. But with a stereo machine and a few wires hooked up to your speakers (through your amplifier), you'll have great sound. The second choice: Hi-fi or low? Hi-fi gives you sound that's spectacular compared to stereo, but it's going to cost you.

STEREO AND HI-FI

Here's X commentary XX XXX confusing XXXX-tech XXXX can be: It wasn't XXXX ago that stereo XXXX first came out. Now XXXXX are stero hi-fi XXXX. Hi-fi XX an old term, but XXXX VCRs it has new XXXXXXXXXX. Now, XXXX they say high fidelity, XXXX mean it. Some XXXXXXXXX have been known to use Beta XXXXX VCRs without the video; the sound is that XXXX, comparable to XXX XXXXX produced by the XXX compact-disc record players. XXX there's XXXXX in VHS too.

So XXXXXX two more choices to XXXX. The XXXXX: Stereo or XXXX? Most prerecorded XXXX are now XXXXXXXX in stereo, and TV XXXXXXX already are being broadcast in XXXXXX in some XXXXXX. In VCRs XXXXXX soon will be the only XXX to go. A mono record XXXXXXX still plays XXXXXX records; a XXXX VCR will play stereo XXXXX. But with a stereo machine XXX a few wires hooked up to XXXX speakers (through your XXXXXXXXX), you'll XXXX great XXXXX. The XXXXXX choice: Hi-fi or XXX? Hi-fi XXXXX you sound XXXXXX spectacular compared to stereo, XXX it's XXXXX to cost you.

AUTHOR OPINION EXERCISE

The author thinks that

_____(a) No one should buy either stereo or hi-fi VCR's
_____(b) No one should buy a stereo VCR
_____(c) Everyone should buy a stereo VCR
_____(d) Everyone should buy a hi-fi VCR

STOP

DECODING EXERCISES

1. Key Word Clue

Hi-fi means: (a) a handshake (b) a special quality of sound
(c) an agreement (d) none of these

Stereo means (a) a disease of the chest (b) to switch
(c) the separation of sound

HELP

English words used informally are often shortened or clipped in speech and informal writing to make them easier or faster to pronounce. The words for electronic products are frequently clipped.

2. Organizational Clue

"Here's a commentary" means that the writer:

____(a) will talk about the information from the last paragraph
____(b) is going to tell a story related to the topic
____(c) has his own opinion on the topic
____(d) none of the above

HELP

An author gives a hint to his readers when he wants to get away from the main topic, to digress, or to put in some information that's different than the facts. This expression is a signal, then, to the reader about what to expect next, and the reader can skip it without losing the facts.

3. Grammatical Clue

The author says "So that's two more choices to make." He means two more in addition to the choices

___(a) in the previous paragraph
___(b) in all the previous paragraphs
___(c) in the introduction
___(d) in the paragraphs of the next section

HELP

Remember the word that is a pointer to be connected with some other thing mentioned previously as choices.

4. Idiom Clue

The author uses the expression "only way to go" to mean:

_____(a) no other choice will be available

_____(b) no one will prefer any other choice

____(c) it will be a long time before it is available

____(d) none of the above

HELP

"Only way to go" , "only way to travel," "on the right path," are idioms with a common meaning.

STOP

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

▲ PORTABLE

Some VCRs come apart so that you can carry a "small" recorder (about the size of a phone book) on your back, hook it up to a camera, and become your own Eyewitness News Team. The problem: Portable VCRs are more expensive than tabletop models and the cameras cost yet more. And no matter that they're called portable, they're still a lot to lug around. Now there's another option: the Betamovie and the VHS equivalent. These are cameras with video tape recorders inside, so you don't need to carry around a separate VCR. On Beta you can record about three and a half hours in the camera, on VHS only 20 minutes. The catch: These cameras are new and still expensive ($1,000 and up), so you wipe out the savings you get by buying a tabletop instead of a portable VCR. The moral: If you don't want a camera right away, but might someday, you'll probably be safe buying a tabletop VCR—saving a few hundred dollars since it's not portable—and waiting for the right (and slightly cheaper) combination camera-recorder to come out. The 8 mm option for home movie video is questionable. As of now you can't play prerecorded movies on 8 mm machines.

AUTHOR OPINION CLUE

PORTABLE

Some VCRs come apart
so that you can carry
a "small" recorder
(about the size
of a phone book)
on your back,
hook it up to a camera,
and become your own Eyewitness News Team.
The problem:
Portable VCRs are
more expensive than
tabletop models
and the cameras cost yet more.
And no matter
that they're called portable
they're still a lot to lug around.
Now there's another option:
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and the VHS equivalent.
These are cameras
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don't need to
carry around a separate VCR
On Beta xxx can record xxxxx three and ½
xxxxx in the camera, on XXX only 20 minutes.
The catch: these xxxxxxx are new and still
xxxxxxxxx (&1,000 and up), so you xxxx xxx
the savings you get by xxxxxx a tabletop
instead of a xxxxxxxx VCR. The moral: if
xxv don't want a xxxxxx right away, but
xxxxx someday, you'll xxxxxxxx be safe
buying a xxxxxxxx VCR--xxxxxxx a few
hundred dollars since it's not xxxxxxxx--
and waiting for the right (and slightly
cheaper) xxxxxxxxxx camera-recorder to
come out. The 8mm xxxxxx for home movie
xxxxx is questionable. As of now xxx can't
xxxx prerecorded xxxxxx on 8mm machines.

Number the following from 1 to 4 (best to worst), according to the order preferred by the author:

_____(a) wait to buy a tabletop VCR
_____(b) buy an 8mm VCR
_____(c) buy a portable VCR
_____(d) buy a tabletop VCR

STOP

BEST COPY AVAILABLE

DECODING EXERCISE

1. Key Word Clue

The word portable means (a) camera (b) small (c) equivalent

The word portable is the opposite of (a) camera (b) tabletop (c) models

HELP

In guessing word meaning use both same and opposite meaning guesses based on the context.

2. Organization Clue

What is the topic of the following sentence: "The problem: portable VCRs are more expensive than tabletop models and the cameras cost yet more."?

HELP

Sentences with colons after the first phrase usually have the following structure: TOPIC--COMMENT

The topic is what the author is writing about; the comment is what he says about it.

3. Grammatical Clue

The part of the sentence: " . . . --saving a few hundred dollars since it's not portable-- . . . ." refers to:

_____(a) buying a tabletop VCR
_____(b) buying a "small" recorder
_____(c) waiting for the right combination
_____(d) none of the above

HELP

A group of words set off by commas after a noun phrase is an appositive and usually puts the meaning of the noun phrase in other words.

4. Cultural Reference Clue

If you have ever seen a news broadcast on American TV, the reporters who report with a camera to the spot of an emergency are called by the general name Eyewitness News Team.

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

▲ CABLE-READY

This is jargon you'll be faced with when you start shopping. What it means is basically this: A not-ready-for-cable VCR can't be programmed for all the many channels available on cable. A cable-ready VCR can act as a tuner, recognizing the full spectrum of channels available. It can replace your cable box so that, with your timer, you can record anything except for pay channels such as HBO and Showtime; to record them, you still need to go through the cable box.

CABLE-READY

Xxxx is jargon you'll be xxxxx with when you start xxxxxxxxx. What it means is xxxxxxxxx this: A not-ready for-cable XXX can't be programmed for all the many xxxxxxxx available on cable. A xxxxx-ready VCR can xxx as a tuner, recognizing the full spectrum of channels xxxxxxxxx. It can xxxxxx your cable box so that, with your timer, you can xxxxxx anything except for pay channels xxxx as HBO and Showtime; to xxxxxx them, you still need to go xxxxxxx the cable box.

AUTHOR OPINION EXERCISE

In this paragraph the author implies that you should buy

_____(a) a cable-ready VCR

_____(b) a not-ready for cable VCR

_____(c) an HBO

_____(d) a cable box

DECODING EXERCISE

1. Key Word Clue

The word cable appears with other words like it, such as program, channel, tuner, spectrum, so it must have something to do with:

_____(a) ability
_____(b) ship communications
_____(c) TV
_____(d) none of the above

HELP

The key words in reading selections share a common topic or field. You can get the idea of a word sometimes when you look over the paragraph for other words that go with it.

2. Reference Clue

HBO--Home Box Office and Showtime are two well-known pay channels on cable television.

Which words help get the answer?

STOP

TEXT: Intensive Reading

Read the following paragraph in normal or altered form and answer the Author Opinion Exercise:

REMOTE

Most VCRs come with remote controls. Some are better than others. Some require a wire, others don't. Some let you change the channel on the VCR, others don't. RCA has come out with a remote-control box with enough buttons to run a space shuttle; it controls both the TV and the VCR. Remember: The more you use your remote control, the more getting-up-to-change-the-channel exercise you'll miss and the more you'll have to jog to stay in shape.

REMOTE

Most XXXX come with remote controls. Some are xxxxxx than others. XXXX require a wire, others xxxxx. Some let you xxxxxx the channels on the XXX, others xxxxx. RCA has xxxx out with a remote-control xxx with enough buttons to run a space xxxxxxx; it xxxxxxx both the TV and the VCR. Remember: The xxxx you use your xxxxxx control, the more getting-up-to-xxxxxx-the channel exercise you'll miss and the xxxx you'll have to jog to stay in xxxxx.

AUTHOR OPINION EXERCISE

The author favors purchasing:

____(a) a wireless remote control
____(b) a remote control with a wire
____(c) the RCA model
____(d) no particular version

STOP

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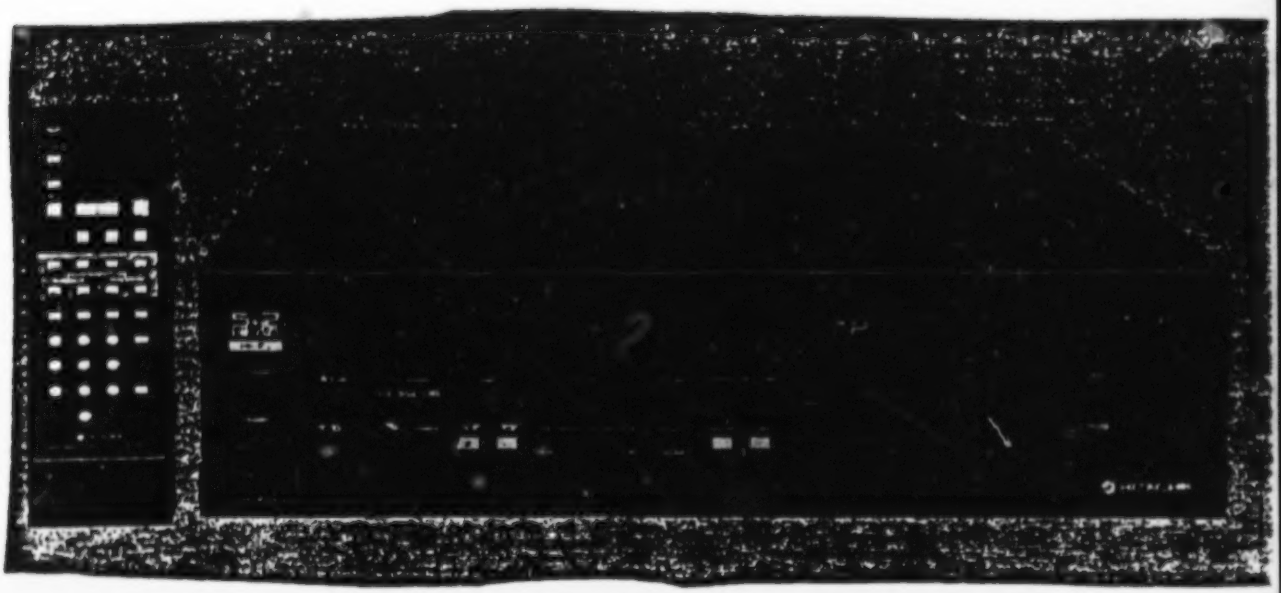
DECODING EXERCISE

1. Key Word Clue



The object on the left in this picture is:

_____(a) a space shuttle
_____(b) a tuner
_____(c) a remote control
_____(d) a cable box

2. Grammatical Clue

The subject of the second and third sentences is:

_____(a) remote controls
_____(b) VCRs
_____(c) wires
_____(d) none of the above

HELP

The subject of sentences when repeated can be left out after the first mention.

3. Reference Clue

The author is being humorous when he says:

_____(a) " . . . you'll have to jog to stay in shape."

_____(b) the RCA model can "run a space shuttle."

_____(c) Some require wire

TEXT: Intensive Reading

Read the following paragraph in normal or altered form.

▲ PRICES

A bare-bones Beta VCR costs around $300. Bare bones VHS machines start around $400. Add about $100 for either multievent or four heads on VHS; about $200 for both. Add another $50 or so for a wireless remote control and a few more dollars for frills like freeze-frame or slow motion—totaling around $700 for VHS—and you have a good, midrange tabletop machine. But to rise to the top of the line in VHS or Beta—with stereo, hi-fi, portability, all the special effects and a nice-looking box—you can spend $1,000 to $2,000 or even more. Don't forget, the expense doesn't end there. There are cable-TV fees (you'll probably want to tape cable movies and shows), there are blank tapes to buy, and you'll want to find the nearest video store and join its club so you can watch your favorite Woody Allen movie again. But it's worth it. VCRs are more fun than Frisbees.

—Jeff Jarvis

PRICES

A bare-bones Beta XXX cost around $300. XXXXXXXXX VHS machines start around $400. Add about $100 for either multievent or four xxxxx on VHS; anout $200 xxxx. Add another $50 or so for wireless xxxxxx control and a few more dollars for frills like freeze-frame or slow motion--totaling around $700 for VHS--and you have a good midrange tabletop xxxxxxx. But to rise to the xxx of the line in VHS or Xxxx--with stereo, xx-xx, xxxxxxxxxxx, all the special effects and a nice-looking box--you can spend $1,000 to $2,000 or even xxxx. Don't forget, the xxxxxxx doesn't end there. There are cable-TV xxxx (you'll probably want to xxxxx cable xxxxxx and shows), there are blank xxxxx to buy, and you'll want to find the nearest xxxxx store and join its club so you can watch your favorite Woody Allen movie again. But it's xxxxx it. XXXx are more fun than Frisbees.

Woody Allen-- a comic actor

Frisbees-- round plastic dish thrown between two or more persons as a form of recreation outdoors.

STOP

BEST COPY AVAILABLE

V. USE THE INFORMATION YOU READ AS SOON AS POSSIBLE

Here's a problem for you to solve. Your uncle in your home country has given you $600 to buy a VCR for him. You know your uncle well, but he doesn't know much about videocassette recorders. Use the information from the reading selection and your knowledge of your relative to pick the best VCR to buy.

Indicate the features you want by placing a check mark next to the right information on the worksheet below. When you are done, be prepared to discuss <u>why</u> you have chosen each feature for your uncle.

VCR BUYER'S GUIDE

				PRICE
1. FORMAT :	_____ Beta	_____VHS	_____8mm	$_____
2. TAPE LENGTH:	_____2 hrs	_____4 hrs	_____more	_____
3. VIDEO HEAD:	_____2 head	_____4 head	_____more	_____
4. MULTIEVENT:	_____no	_____yes		_____
5. STEREO:	_____no	_____ yes		_____
6. HI-FI :	_____no	_____yes		_____
7. PORTABLE:	_____no	_____yes		_____
8. CABLE-READY:	_____no	_____yes		_____
9. REMOTE CONTROL:	_____no	_____yes		_____
			TOTAL COST:	$==========

If you did well on this exercise, you should see that using the information you read in some way right after you read it helps you keep hold of the meaning that you have read.

FRENCH

SAMPLE MATERIALS

Prepared by: June K. Phillips
Indiana University of Pennsylvania

OVERVIEW

The reading in this packet is intended as supplementary material for secondary students. Teachers should judge when the story is suitable for their students in terms of vocabulary and grammar. It requires only present tense to read, and teachers should feel free to introduce vocabulary items their students need as part of the prereading stage. As part of this teaching plan, glosses should always be adjusted for individual classes.

Stage 1: Prereading

Strategy: Students take a "quiz" to make them think about the concepts of politeness, intelligence and perhaps cleverness.

Stage 2: Skimming

Strategy: Students relate the Prereading concepts and the title to the outcome of the story.

Scanning

Strategy: Charlot's actions are isolated, and students attempt to order them. This assures they have the gist of his role.

Stage 3: Close reading (This term is used for students.)

Strategy: Use of glosses to guess at meaning from problem-solving clues.

Study of word relationships, definitions in discourse, guessing; elements identified by teacher as being useful for students.

Seeing synonyms/antonyms in the story.

Stage 4: Comprehension/Evaluation

Strategy: True/False informal test.

Stage 5: Transferable skills

Strategy: Use of prefixes of negation. Build student awareness in receptive format.

Integrative

Strategy: Carry over into speaking in social situations, reading advertisements, or writing practice. All these simply use the story as a point of departure.

I. Pre-reading

POLI? IMPOLI? INTELLIGENT?

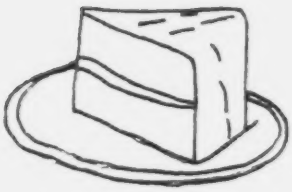
En général, es-tu poli ou impoli? _____

En général, es-tu intelligent? _____

Quelquefois, on est plus intelligent que poli! Par exemple:

SITUATION A: Tu rentres chez toi avec un copain. Vous avez faim.

Il y a deux morceaux de gâteau au chocolat sur la table.



Que fais-tu? _____

A. Je prends le plus grand morceau.

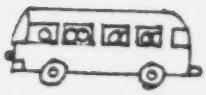
B. Je donne le plus grand a mon ami.

C. Je donne le choix a mon ami.

SITUATION B: Tu es dans l'autobus. Il n'y a plus de place.

Une vieille dame, chargée de paquets, y entre.

Que fais-tu? _____



A. Je lui donne ma place.

B. Je prends ses paquets.

C. Je regarde par la fenêtre.

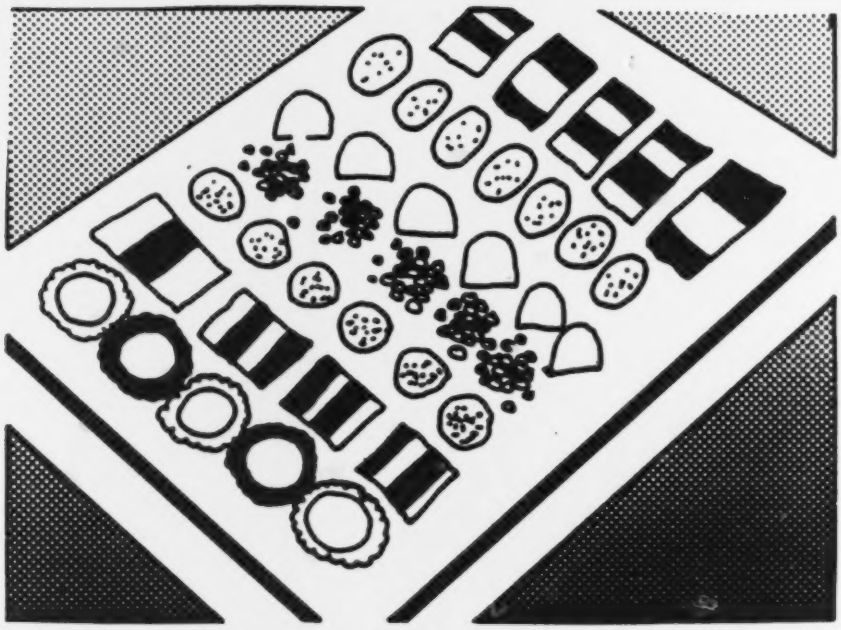
* *

Si tu réponds B / A, tu es surtout poli!

Si tu réponds A / C, tu es surtout impoli!

Si tu réponds C / B, tu es surtout intelligent!

In this story, Charles reacts to a tempting situation in a certain way. Read it and decide whether his "politesse" or "intelligence" guides him.



4. Politesse ou intelligence

Madame Bernard fait une visite à son amie Madame Dubois. Sons fils Charles va avec elle. Charlot est trop petit pour aller à l'école maternelle° et sa mère l'emmène toujours avec elle.

Pour amuser l'enfant, Madame Dubois lui donne un jeu de cartes.° Le petit garçon commence à jouer. Il fait beau dehors° mais dans la maison il fait trop chaud. Les deux dames prennent le café sur la terrasse. Elles bavardent.

Charlot voit une boîte° de bonbons sur la table. Il s'arrête de° jouer et regarde les chocolats et les fruits confits° sans bruit,° sans parler. Madame Dubois voit que Charlot regarde les bonbons et lui offre la boîte. A sa grande surprise, le petit tient bon° ses cartes et ne touche pas les bonbons. Il les regarde avec attention tout de même.°

—Je sais que tu es un garçon très poli, dit Madame Dubois. C'est par politesse que tu ne prends pas de bonbons. Voilà, je vais t'en donner moi-même.

Elle met la main dans la boîte et prend beaucoup de bonbons. Le garçon laisse tomber° les cartes et accepte les chocolats avec plaisir.

—Merci beaucoup, madame, dit-il. Je vous remercie° bien. Mais ce n'est pas par politesse que je ne prends pas de bonbons moi-même. Ma main est très petite, mais la vôtre est beaucoup plus grande que la mienne.°

école pour enfants de 5 ans

anglais: car_s
≠ dans la maison

Regardez le dessin; les bonbons sont dans la boîte.
≠ commence à
= en silence

"holds on to"

= en tout cas

≠ tient bon

dit merci

ici = ma main

from June K. Phillips, Petits contes sympathiques. National Textbook Co., Lincolnwood, IL, 1979.

II. Skimming/Scanning

A. Skim the story and decide whether the ending indicates that Charlot is exceptionally polite or exceptionally intelligent. Poll the class.

B. Read again and isolate Charlot's actions in the story. Then put the following sentences in the correct order by numbering them 1, 2, 3, etc.

_____Il accepte les bonbons que Mme Dubois offre.

_____Il admet qu'il n'est pas poli.

_____Il joue aux cartes.

_____Il observe des bonbons sur la table.

_____Il ne tient plus ses cartes.

_____Il refuse de prendre des bonbons de la boîte.

III. Close reading: (This exercise may be placed on a worksheet or used as a lesson plan guide for the teacher conducting the class.)

A. Have students use the glosses as needed. Check afterwards to see if they still have questions on any of them.

B. Word study in context

Paragraph 1: What other word in the paragraph is associated with maternelle?

Paragraph 2: What are the differences in meaning in the following words:

le jeu / le joueur / jouer

Use them in the following sentence:

Le_____aime_____avec le_____de cartes.

Paragraph 3: What is in the boîte de bonbons?

Sans bruit, sans parler means that Charlot ne {dit / mange / touche} rien.

C. Synonyme or Antonyme? Mark each set of words with S or A to signify that they mean nearly the same or nearly the opposite. All are used in the story.

1. petit / grand
2. emmener avec / accompagner

3. commence à / s'arrête de
4. bavarder / parler
5. dehors / dans la maison
6. voit / regarde
7. donner / offrir
8. il tient bon / il laisse tomber
9. mettre / prendre
10. sans / avec

IV. Evaluation

Repondez avec VRAI ou FAUX. Corrigez les phrases fausses.

1. Le petit garçon s'appelle Charlot Dubois.
2. Il a 7 ou 8 ans.
3. Il joue aux cartes et les dames parlent.
4. Les dames ne prennent pas le café dans la maison.
5. Charlot regarde en silence les bons chocolats.
6. Mme Dubois offre des bonbons à Charlot parce qu'elle le trouve poli.
7. Elle lui donne seulement 2 ou 3 bonbons.
8. Charlot sait que la quantité de bonbons dans la main d'un adulte est plus grande que la quantité dans la main d'un enfant.

V. A. Transferable skills:

There are several ways of expressing a negative idea in French. With adjectives, one often uses the prefix im- or in- before the word; that prefix carries the idea not. When you encounter this kind of word while reading, look ahead to the meaning of the "root" word and interpret the item as its opposite.

For example:

Le jeune garçon est impoli = Il n'est pas poli.

Rephrase the following sentences.

1. Mon petit frère est imprudent quand il traverse la rue.
2. Il est impossible de manger une boîte de bonbons dans un après-midi.
3. Mes parents sont impatients avec moi.
4. L'eau dans la ville est impure.
5. Ses idées sont imprécises.
6. Notre travail est imparfait de temps en temps.
7. Cette table Louis XIV est inauthentique.
8. Son devoir est incomplet parce qu'il écrit des phrases incorrectes.
9. Charlot est indiscipliné.
10. Ça, c'est incroyable!

B. Integrative skill:

1. Speaking: Pour paraître poli. With a small group, plan 2 short skits. In the first, have each character be as polite as possible. Incorporate as many formules de politesse as you can. Then plan a contrast in which you display ill manners in words and actions. Discuss with your teacher similarities and differences in French and American culture.
2. Reading: Look for advertisements in French magazines of the foods that satisfy the sweet tooth of the French. Build a vocabulary list of generic names, brand names and slogans you identify.

3. Writing: Work with a partner and invent some more poli, impoli, intelligent situations as you saw in the pre-reading activity.

   or

   Write a short narrative about a clever situation in which you were once involved. (Do your retelling in present time.)

GERMAN

SAMPLE MATERIALS

Prepared by: Heidi Byrnes
Georgetown University

PRO KLEINSTADT - PRO GROßSTADT

I. Prereading: The students are asked, through five questions, to consider the factors which influence one's choice of a residence.

II. Skimming/scanning

1. The five paragraphs of the article are summarized in simple language. Students are asked to match these sentences with the appropriate paragraphs.

2. Students are asked to isolate the most important arguments which the writer mentions in favor of small-town living. Then they will check whether the reasons given in the seven subsequent sentences are mentioned in the text or not.

III. Intensive Reading/Decoding

1. Students look for opposing thought units. The resulting pairs contrast city life with small town living.

2. Words in context. Students will narrow down the meaning of unknown vocabulary through context and indicate the closest meaning equivalent in a multiple-choice format.

IV. Comprehension/Evaluation

Two slightly different descriptions of the writer's life style are given. Which one comes closest to the information provided in the text?

V. Transfer of materials.

Given the writer's preference for life in a small town, which one of the following newspaper ads would be of interest to him?

PRO KLEINSTADT - PRO GROßSTADT

I. Die Bundesrepublik Deutschland ist viel dichter besiedelt als die Vereinigten Staaten. Trotzdem haben die Menschen auch hier die Möglichkeit, zwischen einem Leben in der Stadt und dem Leben auf dem Land zu wählen. Beides hat Vor- und Nachteile, die natürlich von Person zu Person variieren.

Fragen Sie sich selbst?

- Warum wohnt man dort, wo man wohnt?
- Welchen Einfluß hat die Familiensituation, das Alter, die Zahl der Kinder, der Beruf?
- Was braucht man, um sich wohl zu fühlen?
- Was ist Ihnen wichtig, was ist nicht so wichtig?
- Welche Qualitäten suchen Sie in Ihrer Wohnung, in Ihrem Wohnort, in Ihrer nächsten Umgebung?

PRO

„. . . gibt mir das Gefühl der Geborgenheit"

Kleinstadt

Mittendrin in einer großen Stadt wohnen? Umbraust vom Autoverkehr, einbetoniert, kein Fleckchen Grün vorm Haus, Fußmarsch zu öffentlichen Anlagen, um Luft zu schnappen und Bäume oder Rasen oder Blumen zu sehen? Unvorstellbar!

Ich wohne in einer Kleinstadt, ein paar Kilometer draußen, und ich wohne gern dort. Denn hier draußen ist noch niemand auf die Idee gekommen, Schallschutzfenster in seine Wohnung einzubauen, damit der Lärm wenigstens ein bißchen draußen bleibt. In meiner Kleinstadt kann ich meine Kinder zu Fuß gehen lassen, ohne mich um ihre Sicherheit sorgen zu müssen. Wenn sie mit dem Fahrrad unterwegs sind, kann ihnen natürlich auch in der Kleinstadt etwas zustoßen. Nur: Hier können sie noch radfahren.

Draußen, in meiner Kleinstadt ist auch noch niemandem eingefallen, eine Bürgerinitiative für einen Kinderspielplatz zu gründen. Die Plätze sind da, Felder und Wiesen nicht weit, die Natur gehört zum täglichen Leben. Es gibt noch Bauernhöfe. Meine Kinder wissen, wie ein Pferd oder eine Kuh oder ein Huhn aussieht — und zwar nicht aus Bilderbüchern, sondern vom Erleben.

Draußen, in meiner Kleinstadt, gibt es moderne Supermärkte und Modehäuser und Boutiquen wie in der Großstadt. Aber es gibt auch noch den Tante-Emma-Laden, bei dem es niemanden stört, wenn ich mal „hinten rein" gehe und um ein Brot bitte, weil's meine Frau vergessen hat. Ein Lokal mit drei Sternen haben wir zwar nicht, aber wenn der Wirt mir die Hand gibt, wenn ich zum Essen komme — das ist ein schönes Gefühl.

Meine Kleinstadt da draußen ist nicht nur heile Welt. Auch sie hat ihre Konflikte und ihre Probleme. Sie hat sogar ihre Schandflecke und Häßlichkeiten. Doch diese Kleinstadt gibt mir das Gefühl der Geborgenheit. Sie ist überschaubar, persönlich. Persönlich: Das ist das richtige Wort für all das Undefinierbare, das diese Kleinstadt so sympathisch und so heimelig macht.

Otto A. Schälple

Otto A. Schälple ist Lokalredakteur bei den „Stuttgarter Nachrichten"

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II. Lesen Sie den ganzen Text.

1. Für welchen Paragraphen (#1 - 5) paßt diese Überschrift?

Gute Einkaufsmöglichkeiten und freundliche Restaurants sind ein wichtiger Teil der Lebensqualität.

Paragraph ____

Kinder sollten am besten in der weiten Natur aufwachsen.

Paragraph _____

Es ist schwer zu verstehen, warum jemand in der Großstadt wohnen will, da sie so viele negative Seiten hat.

Paragraph _____

Das Leben in der Kleinstadt ist ein freieres Leben für Eltern und Kinder.

Paragraph _____

Eine Kleinstadt hat eine persönliche Note und gibt einem ein heimisches Gefühl.

Paragraph _____

2. Isolieren Sie nun die wichtigsten Argumente des Schreibers für seine Liebe für die Kleinstadt.
Stehen die folgenden Argumente im Text? Ja oder nein?

Die Land- und Hauspreise sind in der Kleinstadt nicht so hoch wie in der Stadt.

Er findet die Stille der Kleinstadt schön.

Er möchte, daß seine Kinder die Natur direkt erleben können.

Er fährt nicht gerne weit zur Arbeit.

Ein besonderer Vorteil der Kleinstadt sind die besseren Schulen.

Nach einem langen Tag im Büro sucht er das problemlose und sorglose Leben in der Kleinstadt.

Es ist schwer, die Vorteile der Kleinstadt genau zu definieren, aber für ihn ist das persönliche Element wichtig.

III. Der Text kontrastiert Kleinstadt und Großstadt.

1. Welche Gedanken sind Kontrastpaare:

mittendrin in einer großen Stadt	:	ein paar Kilometer draußen
	:	zu Fuß gehen, radfahren
	:	Tante-Emma-Laden
kein Fleckchen Grün vorm Haus	:	
	:	Natur ist tägliches Leben
	:	freundliche Kneipe, wo der Wirt die Gäste begrüßt
	:	persönlich und freundlich

2. Wörter im Kontext:
Welche Konnotationen haben die Wörter in diesem Text?

einbetoniert

a. komfortabel und elegant leben
b. ohne Grün und ohne frische Luft leben
c. frei und sorglos leben

öffentliche Anlagen

a. öffenliche Parks oder Plätze
a. öffentliche Schulen
b. Wälder und Wiesen in der Umgebung der Stadt

Schallschutzfenster

a. diese Fenster lassen weniger Sonne in die Zimmer
b. diese Fenster sollte man haben um die Heizungskosten zu reduzieren
c. diese Fenster helfen, den Lärm der Straße zu reduzieren

kann ihnen etwas zustoßen

a. kann ihnen ein Unfall passieren
b. kann etwas zu ihnen kommen
c. können sie auch in der Kleinstadt einen falschen Weg fahren

der Wirt

a. ein guter Bekannter, der mich zum Essen eingeladen hat
b. die Hostess in einem eleganten Restaurant
c. der Besitzer eines kleinen Gasthauses, wo man essen kann

IV. Haben Sie den Text richtig verstanden? Welcher der beiden folgenden Paragraphen gibt die Situation von Herrn Schölple besser wieder?

Herr Schölple ist ein Mann, der sehr familienorientiert ist. Er findet, daß die Gesundheit seiner Kinder ganz besonders wichtig ist. Deshalb wohnt er in einer Kleinstadt, wo er täglich mit ihnen in den Park spazieren gehen kann. Wenn die Kinder mit Freunden spielen wollen, nimmt seine Frau sie schnell mit dem Auto. Dann spielen sie zusammen auf einem neuen modernen Kinderspielplatz. Weil seine Frau arbeitet, kaufen sie primär im Supermarkt ein. Und wenn sie Freitag abend müde nach Hause kommt, hat sie oft keine Lust mehr zum kochen. Dann gehen sie gern zusammen in ein elegantes Restaurant, wo sie sich mit Bekannten treffen.

Herr Schölple ist ein Mann, der sehr familienorientiert ist. Er findet, daß Kinder die Möglichkeit haben sollen, allein die Natur direkt zu erleben, so wie sie wirklich ist und nicht so, wie es im Bilderbuch steht. Er läßt ihnen ziemlich freie Hand, sie dürfen auch allein radfahren. Er macht sich keine großen Sorgen wenn sie weg sind, obwohl natürlich auch die Kleinstadt nicht das Paradies auf Erden ist. Wichtig ist ihm aber vor allem die persönliche Note und das Gefühl, sich in seinem Wohnort wohl und heimisch zu fühlen.

V. Herr Schölple argumentiert für die Kleinstadt. Welche der folgenden Inserate in der Zeitung wären für ihn interessant wenn er eine neue Wohnung sucht?

Hier bekommen Sie viel München für Ihr Geld
Stadtresidenz München-Nymphenburg
In ruhiger Wohngegend, Ecke Nibelungen- und Winthirstraße, zwischen Rotkreuzplatz und Nymphenburger Kanal – einer der besten Stadtwohnlagen Münchens

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Ein Haus mit Garten für Ihre Kinder können Sie sich leisten:

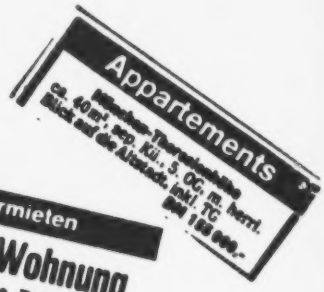
Auf einem Grundstück in Gilching bei München können Sie bauen.

Preisbeispiel:

Doppelhaushälfte	DM 238 000,-
Grundstück 368 m²	DM 225 000,-*
zusammen	**DM 463 000,-**
Freiseh. Haus	DM 288 000,-
Grundstück	DM 255 000,-*
zusammen	**DM 543 000,-**

*Die Grundstücke können auch allein erworben werden.

Beethovenplatz 2–3
8000 München 2
Telefon 089/539524/25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Heimut Kauper KG, Bayreuth, Königsbergstr. 1, Tel. 0921/30205.

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Die Lage!

Der Wald ihr Nachbar, Wörthsee, Ammersee, Starnberger See und das romantische Ampertal in nächster Nähe. München noch in Sichtweite – mit S-Bahn oder über Autobahn minutenschnell erreichbar. Eine sonnige und ruhige Wohnlage an der Blumenstr. in

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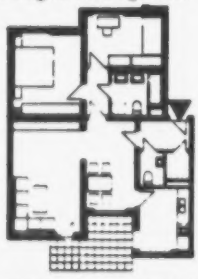
Alle Schulen, Wellenfreibad, Hallenbad, Eislaufhalle, Sport- und Freizeitanlagen sowie Einkaufszentren am Ort.

Immobilien - Verkauf

Die Stadtwohnung

3-u. 4-Zi-ETW in Bayreuth

Zentrale Lage
mit kurzen Wegen in die Innenstadt. Schulen, Geschäfte, Bus und Hauptbahnhof in nächster Nähe. – Ein zentrales, ruhiges Wohngebiet.

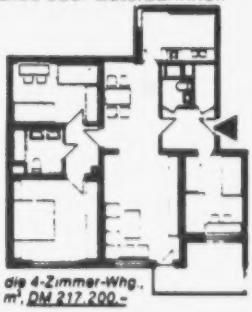


z.B. die 3-Zimmer-Whg., 82 m², DM 171.500,-

Weiteres Preisbeispiel:
3-Zimmer-Whg., 85 m², DM 178.900,-

Die Spar-Finanzierung
Wir zeigen Ihnen die optimale Finanzierung. So vermitteln wir unseren Käufern z.B. günstige Hypotheken und Restkaufgelder. Dazu weitere Vorteile zur Senkung Ihrer monatlichen Belastung.

Besichtigung der Wohnungen: Sonntag 14–16 Uhr und nach Vereinbarung
Kommen Sie in die Musterwohnung, Wilhelm-von-Diez-Str. 25. Zufahrt über Markgrafenallee oder Güterbahnhof.



z.B. die 4-Zimmer-Whg., 102 m², DM 217.200,-

Verkaufsberatung:
Frau Hoffmann, Hohenzollernring 73, 8580 Bayreuth, Tel. 0921/52521 od. 98500

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Gemeinnützige Wohnungs- und Siedlungsgesellschaft mbH
Marianstr. 45, 8500 Nürnberg 10
Telefon (0911) 5695-0

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JAPANESE

SAMPLE MATERIALS

Prepared by: Yoshimitsu Khan
Indiana, Pennsylvania

A Note to the Teacher

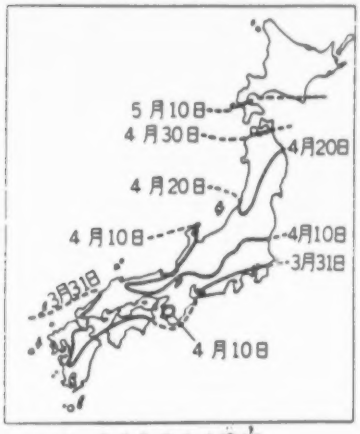
The main passage* is designed as a one-hour lesson for upper beginning-class students. The sentence patterns of the text are rather elementary, however the vocabulary is appropriate for the intermediate level. The passage is a general introduction to the geography of Japan. Reading comprehension should be heightened by looking at a map of Japan while decoding the passage especially for those students who are studying Japanese outside of Japan.

2．四　季

日本は南北にほそ長い国で，あたたかい地方やさむい地方があります。

また，日本には，春・夏・秋・冬の四季があります。三月・四月・五月は春です。六月・七月・八月は夏で，九月・十月・十一月は秋です。十二月から二月までは冬です。

北海道では，冬はたいへんさむいですが，夏はあまりあつくないです。



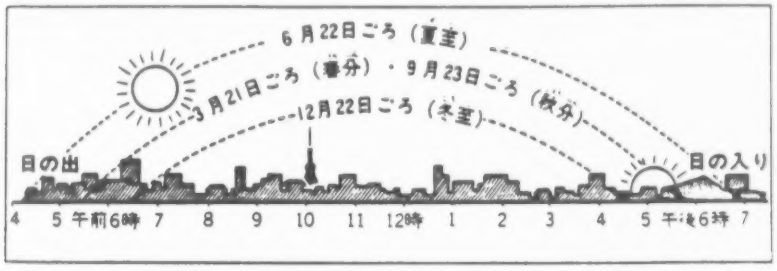
さくらのさく時期

沖縄や九州の南では，冬でも，あまりさむくはありません。

九州では，さくらの花は，三月のおわりにさきますが，東京では四月のはじめに，北海道では五月のはじめにさきます。

日本では，夏は昼間の時間が長いですが，冬は昼間の時間がみじかいです。

三月二十一日ごろと，九月二十三日ごろは昼間と夜の時間が同じになります。春のこの日を春分の日，秋のこの日を秋分の日といいます。



東京の「日の出」と「日の入り」　（「理科年表」昭53）による

*Lesson 2 of Nihon no Chiri, Nihongo Kyoiku Gakkai, Tokyo, 1977.

Stage 1. Preparation

Vocabulary for Prereading

(1)	kita 北	n.	north
(2)	hosonagai ほそながい	aj.	long and slender
(3)	de で	pt.	in, at; by means of
	to と	pt.	(quotative particle)
	i(w)-u いう	v.tr.	say
(4)	samui さむい	aj.	cold
(5)	dewa では	pt.	in, at
	demo でも	adv.	even
(6)	-gatsu 月	n./suf.	month
	saku さく	v.intr.	(flowers) bloom
(7)	hiruma 昼間	n.	daytime
	jikan 時間	n.	time
(8)	nanboku 南北	n.	north and south
	sanmyaku 山脈	n.	mountain range
(9)	higashi 東	n.	east
	taiheiyoo 太平洋	n.	the Pacific Ocean
(10)	nishi 西	n.	west
	nihon-kai 日本海	n.	the Japan Sea
(11)	umi 海	n.	sea
	kakomu かこむ	v.tr.	surround
	kakomareru かこまれる		passive form of 'kakomu'

Stage 1. Preparation

Vocabulary for Prereading

(12)	shima-guni 島国	n.	island country
(13)	kyokuto 極東	n.	the Far East
(14)	tonari となり	n.	next door, next
	tonari no kuni となりの国		neighboring country
	so-ren ソ連	n.	(Sobietto Renpoo) USSR
	chuugoku 中国	n.	China
	choosen 朝鮮	n.	Korea
(15)	daitai 大体	adv.	roughly

[redacted]

SAMPLE MATERIALS

Prepared by: Renee Meyer
US Department of Defense

Stage 1. Preparation

✓ Prereading

Read the Japanese sentence by supplying the Japanese equivalent for the blank portion.

(1) 北海道(ほっかいどう)は日本(にほん)の＿＿にあります。

"Hokkaidoo is in the north of Japan."

(2) 日本は＿＿＿＿国(くに)です。

"Japan is a long and slender country."

(3) 春(はる)夏(なつ)秋(あき)冬(ふゆ)は日本語(にほんご)＿四季(しき)といいます。

"Spring, summer, autumn, and winter are called 'shi-ki' in Japanese."

(4) 北海道＿＿はさむいです。

"The winter in Hokkaido is cold."

(5) おきなわでは冬＿＿さむくありません。

"In Okinawa it's not cold even in winter."

(6) 東京(とうきょう)では四月(しがつ)＿桜(さくら)の花(はな)がさきます。

"In Tokyo cherry-blossoms bloom in April"

(7) 夏は＿＿の時間(じかん)が長(なが)いです。

"The daytime is long in summer."

(8) 日本には南北(なんぼく)に山脈(さんみゃく)があります。

"In Japan there are mountain ranges from north to south."

Stage 1. Preparation

Prereading

(9) 日本の東(ひがし)に_____があります。

"The Pacific Ocean is to the east of Japan."

(10) 日本の西(にし)に_____があります。

"The Japan Sea is to the west of Japan."

(11) 日本は海_____かこまれています。

"Japan is surrounded by the sea."

(12) 日本は_____です。

"Japan is an island country."

(13) 日本は極東(きょくとう)_____にあります。

"Japan is in the Far East."

(14) 日本の_____国は、露中朝(それん ちゅうごく ちょうせん)です。

"The neighboring countries of Japan are Russia, China, and Korea."

(15) 東京は_____日本(ちゅうしん)にあります。

"Tokyo is roughly in the center of Japan."

Stage 1. Preparation

New Structure

It is assumed that the students are familiar with or can easily infer from context the meanings of vocabulary items in this New Structure.

(1) DE being; is ... and

Nihon wa shima-guni de, chiisai shima ga takusan arimasu.

"Japan is a island country and there are many small islands."

In combining two sentences, "Nihon wa shimaguni desu" and "chiisai shima ga takusan arimasu," the desu of the first sentence is replaced by de which roughly corresponds to 'being' or 'is ... and'.

(2) NIWA in; at

Kyooto niwa tera ga takusan arimasu.

"There are many temples in Kyoto."

Niwa is the combination of ni and wa. Ni denotes a place of existence. Wa is a particle of topics, and shows that the preceding word or words are the topic of the sentence--the thing you are talking about.

(3) x KARA y MADE from x to y

Ku-ji kara go-ji made hataraki masu.

"I work from 9 to 5."

Koko kara nyuuyooku made kuruma de nan-jikan kakari masu ka?

"How many hours does it take from here to New York by car?

The particles kara "from," and made "as far as/ until" can be used either for time or place.

(4) DEWA in; at (a place particle) (delimitation)

Penshirubania dewa, huyu wa taihen samui desu ga, natsu wa amari atsuku arimasen.

"In Pennsylvania it's very cold in winter, but it's not so hot in summer."

Stage 1. Preparation

New Structure

(5) x YA y x and y

Nyuuyooku ya penshirubania dewa huyu yuki ga yoku hurimasu.

"In (such places like) New York and Pennsylvania it snows often in winter."

Ya is similar to to in use and meaning, but the difference is that when two or more niminal expressions are connected by ya, the speaker is mentioning a few out of the same group of things. Similar to the to in the sense of 'and', ya is used only between nominal expressions (usually nouns), but not between verbal expressions (usually verbs) or clauses. When more than two nominals are given, ya is used after each nominal except the last.

(6) NI in; at (a particle referring to the time of action)

San-gatsu ni Tookyoo e ikimasu. "I am going to Tokyo in March."

The particle ni is used when the time of action is to be expressed.

(7) GA (clause)..., but (clause) ...

Kyoo wa yuki ga hutte imasu ga, ashita wa haremasu.

"It's snowing today, but it's going to clear up tomorrow."

The word ga (but) is a conjunction connecting two sentences, and it is different from the subject marker ga which is preceded by nominal expressions. When ga connects two or more clauses, it generally means "but." Sometimes this meaning is very vague and may be better equated to the English "and."

Kore wa huton desu ga, sore wa zabuton desu.

"This is a huton, and that is a cushion."

(8) NI NARU to become

Sensei ni narimasu "I'm going to become a teacher."

Ichi to ni de san ni narimasu. "One and two make three."

(9) x o y TO IIMASU x is called y

Koko o Nagasaki to iimasu. "This place is called Nagasaki."

Stage 2. Scanning

Answer the following questions after scanning the main passage.

(1) 北海道(ほっかいどう)は日本(にほん)のどこにありますか。

(2) 日本はどんな形(かたち)の国(くに)ですか。

(3) 何月(なんがつ)から何月までが冬(ふゆ)ですか。

(4) 東京(とうきょう)では何月に桜(さくら)の花(はな)がさきますか。

(5) どの地方(ちほう)が冬でもあまりさむくありませんか。

(6) 五月に桜がさく地方はどこですか。

(7) 昼(ひる)の時間(じかん)が短(みじか)いのはいつですか。

(8) この課(か)はどんな題(だい)がいいですか。

Stage 3. Decoding

Answer the following questions.

(1) 秋(あき)は何月(なんがつ)から何月までですか。

(2) この課(か)に出(で)た地名(ちめい)を四つ言(い)ってください。

(3) 九州(きゅうしゅう)では桜(さくら)が何月にさきますか。

(4) 夏(なつ)は昼間(ひるま)の時間(じかん)が長(なが)いですか,短いですか。

(5) 昼間と夜(よる)の時間が同(おな)じになるのはいつですか。

(6) 秋分(しゅうぶん)の日(ひ)はいつごろですか。

(7) 昼間が一番(ばん)長いのはいつごろですか。

Stage 4. Comprehension

1) True or false?

(1) 日本は東西(とうざい)に細長(ほそなが)い国(くに)です。

(2) 日本には四季(しき)がありません。

(3) 六月、七月、八月は春(はる)です。

(4) 北海道(ほっかいどう)の冬(ふゆ)はあたたかいです。

(5) 沖縄(おきなわ)の夏(なつ)は涼(すず)しいです。

(6) 東京(とうきょう)では五月に桜(さくら)の花(はな)がさきます。

(7) 十二月と一月と二月は秋(あき)です。

Stage 4. Comprehension

2) Matching. Match the left and right expressions and make a meaningful sentence.

(1) 日本には四季が (a) 九州です。

(2) 四季の名前は (b) 夏です。

(3) 冬でもあまりさむくないのは (c) 春分の日と秋分の日です。

(4) 九州では桜の花が (d) 短いです。

(5) 昼間の時間が長いのは (e) 春, 夏, 秋, 冬です。

(6) 冬は昼間の時間が (f) あります。

(7) 昼間と夜の時間が同じになるのは (g) 五月にさきます。

Stage 4. Comprehension

3) Unscrambling. By rearranging the Japanese expressions, make a sentence which has the English equivalent given below.

(1) masu, nan, to, o, kisetsu, nihon, no, no, yottsu, ka, ii

"What do you call the four seasons of Japan?"

(2) ka, kion, arimasu, donna, nihon, chihoo, niwa, no, ga

"What sort of climate do the Japanese districts have?"

(3) desu, no, wa, Hokkaidoo, kion, donna, ka, huyu

"What kind of climate does Hokkaidoo have in winter?"

(4) ka, huyu, to samui, Hokkaidoo, Kyuushuu, desu, no, hoo, dochira, to, ga

"Which is colder in winter, Hokkaido or Kyushu?"

(5) ichiban, dono, anata, ka, kisetsu, wa, desu, ga, suki

"What season do you like the best?"

Stage 5. Transferaole/Integrative Skills

Answer the following questions.

(1) アメリカはどんな形の国ですか。

(2) アメリカで冬一番あたたかい所はどこですか。

(3) 太平洋は日本の西にありますか、東にありますか。

(4) あなたは夏と冬とどちらの方がすきですか。

(5) あなたの国で冬一番さむいのはどこですか。

(6) 日本の春分の日は何月の何日ごろですか。

(7) 四季のうちでいちばん好きなのはいつですか。

(8) あなたの住んでいる地方ではどの季節に
もっとも雨がふりますか。

(9) 北海道では何月に桜がさきますか。

(10) あなたの国で雪が一番よく降るのはどこですか。

GLOSSARY FOR THE MAIN PASSAGE

Word order is in sequence with the main passage.

nanboku	南北	n./adv.	from north to south
hosonagai	ほそながい	aj.	long and slender
atatakai	あたたかい	aj.	warm
samui	さむい	aj.	cold
chihoo	地方	n.	district
haru	春	n.	spring
natsu	夏	n.	summer
aki	秋	n.	autumn
huyu	冬	n.	winter
ichi-gatsu	一月	n.	January
ni-gatsu	二月	n.	February
san-gatsu	三月	n.	March
ku-gatsu	九月	n.	September
zyuu-gatsu	十月	n.	October
zyuuichi-gatsu	十一月	n.	November
zyuuni-gatsu	十二月	n.	December

GLOSSARY FOR THE MAIN PASSAGE

amari	あまり	adv.	not very
sakura no hana	さくらの花		cherry blossoms
owari	終り	n.	end
sangatsu no owari	三月のおわり		the end of March
hajime	はじめ	n.	the beginning
saku	さく	v.intr.	bloom
hiruma	昼間	n.	daytime
jikan	時間	n.	time
nagai	長い	aj.	long
mijikai	みじかい	aj.	short
--goro, --koro	ごろ,ころ	suf.	about, approximately
yoru	夜	n.	night
onaji	同じ	n.	the same
onaji ni naru	同じになる		become the same
syunbun no hi	春分の日	n.	Vernal Equinox Day
syuubun no hi	秋分の日	n.	Autumnal Equinox Day

(The Main Passage -- Romanized)

Lesson 2, Nihon no Chiri, Nihongo Kyooiku Gakkai, Tokyo, 1977)

Nihon wa nan-boku ni hoso-nagai kuni de, atatakai chihoo ya samui chihoo ga arimasu. Mata, nihon niwa, haru, natsu, aki, huyu no shiki ga arimasu. San-gatsu, shi-gatsu, go-tatsu wa haru desu. Rokugatsu, shichi-gatsu, hachi-gatsu wa natsu de, ku-gatsu, zyuu-gatsu, zyuuichi-gatsu wa aki desu. Zyuuni-gatsu kara ni-gatsu made wa huyu desu. Hokkaidoo dewa, huyu wa taihen samui desu ga, natsu wa amari atsuku nai desu. Okinawa ya Kyuusyuu no minami dewa huyu demo, amari samuku wa arimasen.

Kyuusyuu dewa, sakura no hana wa, san-gatsu no owari ni sakimasu ga, Tookyoo dewa shi-gatsu no hajime ni, Hokkaidoo dewa go-tatsu no hajime ni saki masu.

Nihon dewa, natsu wa hiruma no jikan ga nagai desu ga, huyu wa hiruma no jikan ga mijikai desu.

San-gatsu nizyuuichi-nichi goro to, ku-gatsu nizyuu-san-nichi goro wa hiruma to yoru no jikan ga onaji ni narimasu. Haru no kono hi o syunbun-no-hi, aki no kono hi o syuubun-no-hi to iimasu.

A. Read the following first paragraph from an article in "Вечерняя Москва". Predict what kind of story this is and whether or not it has a happy ending. *(3-4 minutes)*

Ученицы 5-го класса "А" 168-й школы Лена Семенова и Лия Семьина решили погулять после уроков на Ленинских горах. Они шли по пустынному парку и вдруг увидели маленького мальчика, стоявшего на льду посередине пруда.

B. The entire article is on the next page. Skim it quickly to (1) find out if indeed there is a happy ending and (2) make up a title. *(5-6 minutes)*

Ученицы 5-го класса "А" 168-й школы Лена Семенова и Лия Семьина решили погулять после уроков на Ленинских горах. Они шли по пустынному парку и вдруг увидели маленького мальчика, стоявшего на льду посередине пруда.

-- Надо подойти и сказать ему, чтобы вышел на берег, а то может случиться беда, -- обратилась Лена к подруге.

Не успела она закончить фразу, как лед под мальчиком треснул и маленькая фигурка провалилась в воду.

Девочки кинулись на помощь. Лена тут же оказалась в ледяной воде. Едва не теряя сознаэние от холода, школьница, крепко ухватив ребенка, пыталась вылезти на лед. Но он крошился. Тогда на помощь пришла Лия. Крепко ухватив подругу за воротник пальто, она вытащила ее вместе с мальчиком на берег.

Спасенным оказался второклассник 639-й школы Алеша Митюшин. Сейчас он чувствует себя хорошо, ходит на уроки.

Девочки тоже здоровы. Интересно, что уже на следующий день после случившегося они принимали участие в районных соревнованиях по лыжам.

Я спросила их: "Страшно было прыгать в ледяную воду?" В один голос пятиклассницы ответили: "Мы же пионерки!"

Приказом по Главному управлению внутренних дел исполкома Моссовета Лена и Лия отмечены подарками -- радиоприемниками "Сокол".

А. Грунина, "Вечерняя Москва"

C. **Now scan the text quickly to answer these specific questions.** *(5 minutes)*

1. Where were the girls walking?
2. What did Lena want to tell the little boy?
3. Where did the little boy fall?
4. Why did Lena almost faint?
5. How did Liya grab hold of Lena?
6. How is the little boy now?
7. What did the girls do the next day?
8. What did the girls receive for their bravery?

D. Using the complete text, write down everything you can about the characters in the story: names, ages, interesting information, etc. *(5 minutes)*

E. Use the text to answer these textual and inference problems. *(7-10 minutes)*

1. Without using a dictionary, define пруд (line 3).

2. Who is она on line 6?

3. Without using a dictionary, define треснул (line 6). Find a synonym for треснул elsewhere in the text.

4. To which of the two girls does школьница on line 9 refer?

5. To what does он on line 10 refer?

6. Who is я (line 16)?

7. In what city did the accident occur?

F. Write a gist in English of this article. Include only the most important factual information: what happened, where, to whom, etc. Make your gist short and readable, and give it a title. *(5-10 minutes)*

G. Pick one of the following scenarios and prepare to act it out for the class. *(15-20 minutes)*

1. It is after the accident. You are one of Alesha's parents and are explaining to him why he must never again be so careless.

2. You are Lena. You are walking through Lenin Hills and telling Liya about the last Pioneer meeting, which she missed.

3. You are A. Grunina, and you are congratulating the girls on their bravery after you have heard their story.

4. You are Alesha before the accident. What do you see, how do you feel, why do you wander out onto the ice?

English Summary (possible key for F)

Two fifth-grade Moscow Pioneers*, Lena Semenova and Liya Sem'ina, received Sokol radios for their bravery in saving second-grade Alesha Mityushin from drowning in a Lenin Hills brook after the ice broke underneath him. All three of the children are fine: Alesha is back at school, and the girls participated in a skiing competition the very next day.

* a group similar to our Girl Scouts

SPANISH

SAMPLE MATERIALS

Prepared by: Jose M. Carranza
Indiana University of Pennsylvania

SPANISH - Intermediate Level

Stage 1. Prereading: Recall of background information, Vocabulary preparation

The teacher places the following on an overhead or on a worksheet. Students are asked to match the columns.

Students are encouraged to use knowledge they already have of space and to guess at Spanish terms which are mostly cognates of English.

A	B
1. Discovery	a. un misil intercontinental
2. Apollo	b. un astronauta norteamericano
3. John Glenn	c. sistema de defensa espacial
4. Minuteman	d. El Departamento de Defensa
5. El cabo Canaveral	e. una agencia espacial
6. Sputnik	f. un transbordador
7. Yuri Gagarín	g. una base espacial
8. El Pentágono	h. un satélite norteamericano
9. NASA	i. un cosmonauta soviético
10. Guerra de las Galaxias	j. el primer satélite

Stage 2: Skimming: Here is the first and last paragraph of an article about a space event. Choose the most appropriate headline.

Párrafo #1: Washington

El transbordador espacial de Estados Unidos, Discovery, colocará en órbita sobre la parte occidental de la Unión Soviética un nuevo satélite espía en el curso de su primera misión exclusivamente militar, que se iniciará el próximo 23 de enero en cabo Canaveral (Florida) en medio de extraordinarias medidas de seguirdad.

* * * *

Párrafo final:

Por su parte, The Washington Post respondió que en los últimos días el objetivo de la primera misión militar del Discovery era una secreto a voces en los medios periodísticos y políticos de la capital federal de los Estados Unidos.

jueves 20 de diciembre

HEADLINE CHOICES:

A. La nueva misión militar del 'Discovery' se iniciará el próximo mes de enero.

B. El diario norteamericano The Washington Post reveló el objetivo de la mision del 'Discovery'.

C. La primera mision militar del 'Discovery' colocará sobre la URSS un satélite espía.

Now look at the complete article. Scan the article just for the information requested. The paragraph where the information is located is marked. (Skip the Xed out paragraph in column 2 for it is not so important to us.)

P #1: El objetivo de la misión del Discovery:

La fecha:

¿Desde dónde se iniciará la misión?

¿Que significan las letras "URSS"?

P #2: ¿Quién reveló el objetivo de la misión?

¿Qué clases de comunicaciones va a interceptar?

P # 3: ¿Otra cosa que el 'Discovery' puede hacer?

P # 4: ¿Cuál es la diferencia entre el satélite del 'Discovery' y los otros satélites? ¿Qué ya vigilan el territorio ruso?

P # 5: ¿Qué departamento de gobierno está a cargo de estas misiones militares?

¿Es esta misión militar la única que se efectuará?

P # 7-8: ¿Oué significa un embargo informativo (#7) en el párrafo #8?

P # 10: ¿Quién es Weinberger" ¿Por qué está enojado?

P # 11: ¿Sabía mucha gente en Washington el objetivo de esta misión?

BEST COPY AVAILABLE

La primera misión militar del 'Discovery' colocará sobre la URSS un satélite espía

Washington

¶1 El transbordador espacial de Estados Unidos *Discovery* colocará en órbita sobre la parte occidental de la Unión Soviética un nuevo satélite espía en el curso de su primera misión exclusivamente militar, que se iniciará el próximo 23 de enero en cabo Cañaveral (Florida) en medio de extraordinarias medidas de seguridad.

¶2 El diario norteamericano *The Washington Post*, que el miércoles 19 reveló el objetivo de la misión del *Discovery*, tras consultar fuentes no identificadas de la base espacial mencionada, añadía que el satélite en cuestión será el más importante de los denominados *Sigint* (Signals Intellegence o espionaje de señales) y servirá para interceptar comunicaciones militares soviéticas de radio, teléfono o satélite.

¶3 Las mismas fuentes consultadas por el *Post* afirman que el nuevo satélite espía podrá recoger incluso informaciones telemétricas sobre pruebas de misiles realizadas en la Unión Soviética, lo que permitiría a Estados Unidos verificar el comportamiento soviético frente a eventuales acuerdos en materia de control de armamentos.

¶4 Otros cuatro o cinco satélites estadounidenses especializados en la recogida de información militar, aunque más pequeños que el que será lanzado en enero, vigilan ya el territorio soviético.

¶5 El nuevo *Sigint*, cuyo coste se eleva a 300 millones de dólares (unos 51.000 millones de pesetas), saldrá del transbordador espacial cuando éste se encuentre a unos 36.500 kilómetros sobre la zona occidental de la URSS, y se mantendrá en esa posición relativa porque su velocidad de rotación será similar a la de la Tierra. El Departamento de Defensa piensa efectuar decenas de misiones militares espaciales durante la próxima década.

Robert Cooper, director de la Oficina de Investigación de Proyectos Avanzados de Defensa, ha manifestado que este primer vuelo militar del *Discovery* puede ser parte integrante de un proyecto conocido en clave como Teal Ruby (Rubí Verde Azulado), que se propone "crear una base de datos radiométricos de referencia global y exhaustiva, así como desarrollar la primera generación de tecnología avanzada de vigilancia espacial por medio de rayos infrarrojos".

¶7 La publicación por el diario *The Washington Post* del objetivo de la próxima misión del *Discovery* quebranta el embargo informativo decretado por el Pentágono en torno a esta primera misión exclusivamente militar del transbordador espacial.

¶8 Fuentes del Departamento de Defensa de Estados Unidos indicaron el lunes 17 que ni la hora exacta del despegue ni la naturaleza de la carga transportada por la nave serían reveladas al público, y añadieron que se investigará el origen de las *filtraciones*.

¶9 Varios periódicos estadounidenses que afirman disponer de la misma información publicada el miércoles 19 por el citado diario de Washington, estimaron que, una vez roto el embargo, nada les impide seguir informando sobre el próximo viaje del transbordador espacial.

¶10 Las informaciones facilitadas por el *Washington Post* originaron que el secretario de Defensa, Caspar Weinberger, se refiriese personalmente al tema y concentró sus ataques contra el periódico, célebre en el mundo entero por el asunto Watergate. Weinberger acusó al periódico de violar las leyes sobre seguridad nacional con informaciones incorrectas.

¶11 Por su parte, *The washington Post* respondió que en los últimos días el objetivo de la primera misión militar del *Discovery* era una secreto a voces en los medios periodísticos y políticos de la capital federal de Estados Unidos.

Jueves 20 de diciembre

Stage 3: Decoding/Intensive

1. List cognate nouns that refer to space (at least 6)

2. List cognate adjectives (6 or more)

3. Find at least 6 verb forms that refer to <u>future</u> actions:

4. Find synonyms or equivalent expressions in the article for the following:

   un periodico:

   una década:

   de los Estados Unidos:

   de la Unión Soviética:

   la cap-tal federal:

5. Work with a partner and see how many of these definitions you can find in the article. Write the defined word here:

   a. una nave preparada para transportar carga al espacio . . .

   b. una curva que describe un astro alrededor del sol, o un satélite nautral o artificial alrededor de un planeta . . .

   c. una persona que provee información . . .

   d. un ensayo, un experimento, una demostración de una cosa . . .

   e. un cohete, un proyectil balístico . . .

   f. observar, espiar . . .

   g. un conjunto de diez unidades . . .

   h. un planeta perteneciente al sistema solar y habitado por el hombre . . .

   i. la unidad monetaria española . . .

   j. información dada en forma oculta, anónima . . .

   k. ambiente, lugar, circunstancias o personas entre las que se vive . . .

   l. un pacto, un tratado, una resolución tomada por dos o más países o personas . . .

Stage 4: Comprehension

Cloze summary with choices:

Read through the following summary of the article. Then fill in the blanks with the appropriate word from the list. Do not use any item more than once, but there are extras.

El satélite _____ interceptará _____ militares _____ de radio, teléfono o satélite. El _____ norteamericano, The Washington Post, reveló el _____ de la misión del _____ espacial. El Departamento de _____ va a investigar el origen de las _____. El señor Weinberger acusó a The Washington Post de _____ la leyes sobre _____ nacional.

communicaciones	Pentágono
espía	periódico
Defensa	objetivo
filtraciones	seguridad
misiles	soviéticas
violar	conocer

transbordador

Stage 5: Integrative skills:

Do one of the following:

1. In a group of 6, do a press conference at the Pentagon. A spokesperson has just announced the next mission of Discovery. The five journalists formulate questions to get as much information as possible.

2. Pretend you are a Russian journalist writing for a Spanish newspaper. Give your version of the Discovery mission and comment from the Soviet point of view.

UNIT

SIMPLE MACHINES

Prepared by: [redacted]
[redacted], Pennsylvania

A PLAN FOR READING THAI - Intermediate

(text: อาหารมังสวิรัติ คืออะไร ?)

I. Pre-reading/Preparation

Strategy: Focusing on the context of a situation

Procedure: Students in pairs (M/F) glance at the restaurant picture and create phrases in Thai that express what the couple might be saying while dining at a Thai restaurant. The conversation should try to include specific vocabulary words as those following:

1. กิน
2. อาหาร
3. อร่อย
4. ไก่
5. ผัก
6. เผ็ด

II. Skimming guide

Strategy: Students skim the text, either normal or altered version, and follow up with the comprehensive check.

Procedure: Students answer 5 questions.

III. Comprehension Device

Strategy: Students read for details.

Procedure: Students answer 5 multiple choice and 5 T/F questions.

IV. Decoding Guide

Strategy: Scan text for global and local information

Procedure: Students use worksheet to:

(A) identify main ideas
(B) expand vocabulary

V. Transferable Skill

Strategy: Recognizing known vocabulary in a new reading context.

Procedure: Students check (✓) each dish on the Problem Sheet that has rice in it. They place a cross (X) with each dish containing vegetables, and a circle (o) by the dishes with beans.

I. Pre-reading Exercise

Practice a conversation with a partner of the opposite sex. Try to create phrases in Thai appropriate for dining at a Thai restaurant, including the following words.

1. กิน
2. อาหาร
3. อร่อย
4. น้ำ
5. ผัก
6. เนื้อ

II. Text

อาหารมังสวิรัติ คืออะไร ?

อาหารมังสวิรัติ ปัจจุบันผู้บริโภคนิยมกินกันมาก เนื่องจากเชื่อกันว่า ทำให้ร่างกายและจิตใจดีขึ้นและได้รับสารอาหารครบถ้วน แต่ผู้บริโภคบางท่านอาจจะยังไม่รู้จักว่าอาหารมังสวิรัติเป็นอย่างไร

อาหารมังสวิรัตินั้นก็คือ อาหารงดเนื้อสัตว์ ซึ่งวงการโภชนาการยอมรับว่ามีประโยชน์ให้สารอาหารต่าง ๆ ครบถ้วนเท่าเทียมอาหารที่เป็นเนื้อสัตว์ล้วน ๆ และยังช่วยลดค่าใช้จ่ายด้านอาหารได้อีกทางหนึ่ง เพราะเนื้อสัตว์ต่าง ๆ มีราคาสูงกว่าอาหารประเภทอื่น ๆ อาหารมังสวิรัติพอจะแบ่งได้เป็น 3 ประเภท คือ

1. อาหารมังสวิรัติที่อนุญาตให้กินนมและไข่ หรือผลิตภัณฑ์จากนมไข่ ผู้ที่กินอาหารมังสวิรัติแบบนี้จะไม่ขาดสารอาหารโปรตีนจากสัตว์ แต่ถ้ากินไข่และผักใบเขียวน้อยไปจะขาดธาตุเหล็กบ้างเล็กน้อย ซึ่งถ้าได้เสริมอาหารประเภทถั่วเมล็ดแห้งเข้าไป จะช่วยให้ได้เหล็กเพียงพอกับความต้องการของร่างกาย

2. อาหารมังสวิรัติที่อนุญาตให้กินได้แต่นมเท่านั้น (ห้ามกินไข่) พวกที่กินแบบนี้จะขาดธาตุเหล็กและโปรตีนที่มีคุณค่าสูง ฉะนั้นจึงควรกินพวกถั่วเมล็ดแห้ง เช่น ถั่วเหลือง ซึ่งเป็นอาหารที่มีโปรตีนและธาตุเหล็กสูง หรือจะกินข้าวซ้อมมือที่มีโปรตีนสูงกว่าข้าวโรงสี ก็จะช่วยลดการขาดโปรตีนและธาตุเหล็กได้

3. อาหารมังสวิรัติที่ไม่อนุญาตให้กินผลผลิตจากสัตว์ทุกอย่าง คือไม่ให้กินทั้งนมและไข่ด้วย พวกที่กินอาหารแบบนี้จะขาดโปรตีนที่มีคุณค่าสูง ธาตุเหล็ก ธาตุไอโอดีน วิตามินบี 12 แคลเซี่ยม สังกะสี วิตามิน ไรโบเฟรวิน และวิตามินดี ฉะนั้นคนที่กินอาหารประเภทนี้ จึงจำเป็นต้องหาสารอาหารจากแหล่งอื่นมาเสริมส่วนที่ขาดไป

ผู้บริโภคที่กินอาหารมังสวิรัติควรจะกินอาหารจำพวกพืชที่ให้โปรตีนสูง เพื่อทดแทนโปรตีนจากเนื้อสัตว์ เช่น ถั่วเมล็ดแห้ง งา เป็นต้น แต่เนื่องจากโปรตีนจากพืชมีกรดอะมิโนชนิดที่จำเป็นบางตัวในปริมาณที่ไม่เพียงพอ ดังนั้นจึงไม่ควรบริโภคอาหารจำพวกพืชแต่เพียงชนิดเดียว ผู้บริโภคควรจะกินอาหารจำพวกพืชหลาย ๆ ชนิด เพื่อให้ได้กรดอะมิโนชนิดที่จำเป็นในปริมาณและสัดส่วนที่เทียบเท่ากับโปรตีนจากสัตว์ เช่น กินข้าวซ้อมมือหรือถั่วหลาย ๆ ชนิด

อาหารมังสวิรัตินี้เป็นอาหารประเภทที่ปรุงไว้อร่อยได้ง่าย และวิธีทำอาหารก็ไม่ยุ่งยาก โดยอาจใช้ตำราอาหารแบบเดียวกันกับอาหารที่ใช้เนื้อสัตว์ แต่ผู้บริโภคจะต้องรู้จักดัดแปลงใช้อาหารอื่นแทนเนื้อสัตว์ น้ำมันหมู น้ำปลา เช่น ใช้อาหารโปรตีนเกษตรหรือหมักก็ได้ หรือถั่วเมล็ดแห้งต่าง ๆ แทนเนื้อสัตว์ ใช้น้ำมันพืชแทนน้ำมันหมูและใช้ซีอิ๊วขาวแทนน้ำปลา เป็นต้น อาหารที่จะใช้แทนเวลาปรุงอาหาร ควรเลือกให้เหมาะสม เพื่อให้เข้ากันได้กับเครื่องแกงหรือเครื่องปรุง จึงจะปรุงได้อร่อย

อาหารมังสวิรัติ คืออะไร ?

อาหารมังสวิรัติ* ปัจจุบันผู้บริโภคนิยมกันมาก เนื่องจากเชื่อกันว่า ทำให้ร่างกายเบา จิตใจดีขึ้น และได้รับสารอาหารครบถ้วน แต่ผู้บริโภคบางท่านอาจ ยังไม่รู้จักว่าอาหารมังสวิรัติเป็นอย่างไร

อาหารมังสวิรัตินั้นก็คือ อาหารที่ไม่มีเนื้อสัตว์ ซึ่งวงการโภชนาการยอมรับว่ามีประโยชน์ในด้านอาหารต่างๆ ครบถ้วนเท่าเทียมอาหารที่เป็นเนื้อสัตว์ล้วนๆ และยังช่วยลดค่าใช้จ่ายด้านอาหารได้อีกทางหนึ่ง เพราะเนื้อสัตว์ต่างๆ มีราคาสูงกว่าอาหารประเภทอื่นๆ อาหารมังสวิรัติพอจะแบ่งได้เป็น 3 ประเภท คือ

1. อาหารมังสวิรัติที่อนุญาตให้กินนมและไข่ หรือผลิตภัณฑ์จากนมไข่ ผู้ที่กินอาหารมังสวิรัติแบบนี้จะไม่ขาดสารอาหารโปรตีนจากสัตว์ แต่ถ้ากินไข่และผักใบเขียวน้อยไป จะขาดธาตุเหล็กบ้างเล็กน้อย ซึ่งถ้าได้เสริมอาหารประเภทถั่วเมล็ดแห้งเข้าไป จะช่วยให้ได้เหล็กเพียงพอที่จะตอบสนองความต้องการของร่างกาย

2. อาหารมังสวิรัติที่อนุญาตให้กินได้แต่นมเท่านั้น (ห้ามกินไข่) พวกที่กินแบบนี้จะขาดธาตุเหล็กและโปรตีนที่มีคุณค่าสูง ฉะนั้นจึงควรกินพวกถั่วเมล็ดแห้ง เช่น ถั่วเหลืองซึ่งเป็นอาหารที่มีโปรตีนและธาตุเหล็กสูง หรือจะกินข้าวซ้อมมือที่มีโปรตีนสูงกว่าข้าวโรงสี ก็จะช่วยลดการขาดโปรตีนและธาตุเหล็กได้

3. อาหารมังสวิรัติที่ไม่อนุญาตให้กินผลผลิตจากสัตว์ทุกอย่าง คือ ไม่ให้กินทั้งนมและไข่ด้วย พวกที่กินอาหารแบบนี้จะขาดโปรตีนที่มีคุณค่าสูง ธาตุเหล็ก ธาตุไอโอดีน วิตามินบี 12 แคลเซี่ยม สังกะสี วิตามินไรโบฟลาวิน และวิตามินดี ฉะนั้นคนที่กินอาหารประเภทนี้จึงจำเป็นต้องหาอาหารจากแหล่งอื่นมาเสริมส่วนที่ขาดไป

ผู้บริโภคที่กินอาหารมังสวิรัติควรจะกินอาหารจำพวกพืชที่ให้โปรตีนสูง เพื่อทดแทนโปรตีนจากเนื้อสัตว์ เช่น ถั่วเมล็ดแห้ง งา เป็นต้น แต่เนื่องจากโปรตีนจากพืชมีกรดอะมิโนชนิดที่จำเป็นบางตัวในปริมาณที่ไม่เพียงพอ ดังนั้นจึงไม่ควร

* อาหารมังสวิรัติ vegetarian food
* ผู้บริโภค : ผู้กิน
* สารอาหาร : nutrient
* งด : ไม่มี
* โภชนาการ : nutrition
* ประเภท : category
* อนุญาต : allow
* ผลิตภัณฑ์ : product
* ผักใบเขียว : green leaf vegetable
* ธาตุเหล็ก : Iron
* ถั่วเมล็ดแห้ง : dry beans
* พอเพียง : enough
* ข้าวซ้อมมือ hand-processed rice
* ข้าวโรงสี machine-processed rice
* สังกะสี : Zinc
* พืช : Plants
* งา : sesame

บริโภคอาหารจำพวกพืชเพียงชนิดเดียว ผู้บริโภคควรจะกิน
อาหารจำพวกพืชหลาย ๆ ชนิด เพื่อให้ได้กรดอะมิโนชนิดที่
จำเป็นในปริมาณและสัดส่วนที่เหมาะเท่ากับโปรตีนจากสัตว์
เช่น กินข้าวซ้อมมือหรือถั่วหลาย ๆ ชนิด

* สัดส่วน . portion

อาหารมังสวิรัตินี้เป็นอาหารประเภทที่ปรุงได้อร่อยได้
ง่าย และวิธีทำอาหารก็ไม่ยุ่งยาก โดยอาจใช้ตำราอาหารแบบ
เดียวกันกับอาหารที่ใช้เนื้อสัตว์ แต่ผู้บริโภคจะต้องรู้จัก
ดัดแปลงใช้อาหารอื่นแทนเนื้อสัตว์ น้ำมันหมู น้ำปลา เช่น
ใช้อาหารโปรตีนเกษตร หมี่กึ๊น หรือถั่วเมล็ดแห้งต่าง ๆ
แทนเนื้อสัตว์ ใช้น้ำมันพืชแทนน้ำมันหมู และใช้ซีอิ๊วขาว
แทนน้ำปลา เป็นต้น อาหารที่จะใช้แทนเวลาปรุงอาหาร
ควรเลือกให้เหมาะสม เพื่อให้เข้ากันได้กับเครื่องเทศหรือ
เครื่องปรุง จึงจะปรุงได้อร่อย

* ตำราอาหาร ; cook book
* น้ำมันหมู : lard
* น้ำปลา : fish sauce
* หมี่กึ๊น : gluten
* ซีอิ๊วขาว : white soy sauce

Answer the following questions

1. อาหารมังสวิรัติเป็นอาหารทึงสเนื้ออะไร
2. อาหารมังสวิรัติแบ่งได้เป็นกี่ประเภท
3. อาหารมังสวิรัติประเภทที่ 1 อนุญาตให้กินอะไร
4. อาหารมังสวิรัติประเภทที่ 2 อนุญาตให้กินอะไร
5. อาหารมังสวิรัติประเภทที่ 3 อนุญาตให้กินอะไร

III. Circle the best answer

1. อาหารทึงสเนื้อสัตว์เรียกว่าอะไร
   ก. อาหารชนชั้นสูง ค. อาหารทะเล
   ข. อาหารนักบุญ ง. อาหารมังสวิรัติ
2. ผู้บริโภคนิยมกินอาหารมังสวิรัติกันมาก เนื่องจากเชื่อกันว่า
   ก. อาหารมังสวิรัติเป็นอาหารของชนชั้นสูง
   ข. อาหารมังสวิรัติทำให้รูปร่างหน้าตางดงามขึ้น
   ค. อาหารมังสวิรัติเป็นอาหารที่นิยมกันทั่วโลก
   ง. อาหารมังสวิรัติทำให้ร่างกายและจิตใจดีขึ้น
3. อาหารต่อไปนี้เป็นอาหารมังสวิรัติ ยกเว้น
   ก. ไข่ ค. ผักและถั่วต่าง ๆ
   ข. ไก่ ง. นม
4. หากต้องการให้ได้โปรตีนสูงควรกินอาหารประเภท
   ก. ผักในเรือง ค. ถั่วเมล็ดแห้ง
   ข. งา ง. ข้อ ข และ ค.
5. เพื่อให้ได้กรดอะมิโนที่จำเป็น ผู้บริโภคควรกินอาหารประเภทไหน
   ก. ผักหลาย ๆ ชนิด ค. ถั่วชนิดเดียว
   ข. ผักชนิดเดียว ง. ข้าวโรงสี

Write T for a correct statement and F for an incorrect statement

_____ 1. อาหารมังสวิรัติเป็นที่ยอมรับว่าให้สารอาหารต่าง ๆ ครบ
ถ้วนเท่าเทียมกันอาหารที่เป็นเนื้อสัตว์ล้วน ๆ

_____ 2. ผู้ที่กินอาหารประเภทนมและไข่จะไม่ขาดสารอาหารโปรตีน
จากสัตว์

_____ 3. ผู้ที่กินไข่และนมมักจะเรียนอ่อนไป จะไม่ขาดธาตุเหล็ก

_____ 4. ผู้ที่กินได้แต่ผักอย่างเดียวจะขาดธาตุเหล็กและโปรตีน
ที่มีคุณค่าสูง

_____ 5. ข้าวโรงสีมีโปรตีนสูงกว่าข้าวซ้อมมือ

IV. A. Answer each of the following (in English) about the main idea in the text

1. ทำไมอาหารมังสวิรัติเป็นที่นิยมกินกันมากในปัจจุบันนี้

_____

_____

_____

2. ทำไมผู้บริโภคที่กินอาหารมังสวิรัติควรจะกินอาหารจำพวกถั่วเมล็ดแห้ง ๆ

_____

_____

_____

3. ยกตัวอย่างอาหารที่มีธาตุเหล็กมาสัก 3 อย่าง

ก. _____

ข _____

ค _____

4. ผู้ที่ไม่กินอาหารที่มาจากผลผลิตจากสัตว์ทุกอย่าง จะมีอาหารอะไรบ้าง

_____

_____

_____

5. ทำไมผู้ที่กินอาหารมังสวิรัติควรจะกินอาหารจำพวกพืชหลายชนิด

_____

_____

_____

B. Fill an opposite word in each of the following

1. ลืมตา ตรงข้ามกับ _____
2. อนุญาต " _____
3. ง่าย " _____
4. ขาด " _____
5. สูง " _____

V. Problem Sheet

Check (✓) each dish that has rice
Check (×) each dish that has vegetable
Check (○) each dish that has beans

รายการอาหารมังสวิรัติใน 1 สัปดาห์

จันทร์	เช้า – ข้าวต้ม – ผักบุ้งจีนผัดเต้าเจี้ยว เต้าหู้ยี้ – ถั่วลิสงคั่ว – มะละกอสุก	กลางวัน – ข้าวสวย – เต้าหู้ขาวผัดพริกหยวก – ข้าวโพดทอด – ถั่วแดงร้อน	เย็น – ข้าวสวย – ผัดยอดผักกับซีอิ๊วขาว – หลนข้าวหมาก – ส้ม
อังคาร	เช้า – เต้าฮวย – ปาท่องโก๋ – องุ่น	กลางวัน – ขนมจีนน้ำพริก – ตะโก้แห้ว	เย็น – ข้าวสวย – แกงบวบมะเขือขาว – ถั่วฝักยาวผัดเต้าหู้ขาว – น้ำขิง
พุธ	เช้า – ขนมบึงปิ้งทาแยม – น้ำส้มคั้น	กลางวัน – ก๋วยเตี๋ยวหลอด – เต้าส่วน	เย็น – ข้าวสวย – สตูว์ผักต่าง ๆ – ผัดเห็ดเป๋าฮื้อ – มะละกอสุก
พฤหัสบดี	เช้า – ข้าวต้ม – เต้าหู้ขาวต้มเค็ม ขิงดอง – ส้มเขียวหวาน	กลางวัน – ขนมผักกาดผัดซีอิ๊ว – สาคูถั่วดำ	เย็น – ข้าวสวย – แกงเผ็ดมักกินมะเขือ – แคงร้านดอง – กล้วยหอม
ศุกร์	เช้า - ขาร้อน – ขนมกง – กล้วยหอม	กลางวัน – ผัดมี่ขั้ว – ถั่วแปบ	เย็น – ข้าวสวย – ข้าหวาย – แกงจืดผักกาดขาว – มักกัน – น้ำเต้าหู้
เสาร์	เช้า – ข้าวต้ม – ถั่วงอกผัดซีอิ๊วขาว – ซีเซ็กฉ่าย	กลางวัน – ข้าวผัดหน่าเลียบ – มะระคั่น – ส้มเขียวหวาน	เย็น – ข้าวสวย – เต้าหู้ขาวผัดต้นหอมเต้าเจี้ยว – ผัดถั่วแขก – องุ่น
อาทิตย์	เช้า – ข้าวต้ม – กระเทียมดอง – เต้าเจี้ยวปรุง	กลางวัน – ข้าวผัดเต้าหู้ยี้ – ต้มยำเห็ดฟาง – น้ำเต้าหู้เย็น	เย็น – ข้าวสวย – จับฉ่าย – แกงเลียงผักเบญจพรรณ – ส้มเขียวหวาน

Text (English version)

What is vegetarian food?

Nowadays vegetarian food is very popular. People believe that it is good for their health and mind. Some people might not know what vegetarian food is.

Vegetarian food is food without meat. Nutritional organizations regard vegetarian food as nutritious as food made from meat. Besides, it reduces the grocery cost because meat is more expensive than other kinds of food. There are 3 kinds of vegetarian food.

1. The first type of vegetarian food permits using milk, eggs or their products. People who eat this type of vegetarian food will not have inadequate animal proteins. If they do not eat enough eggs and green vegetables they will have a small amount of iron deficiency. Any beans which are rich in iron should be added to a diet in order to get enough iron.

2. The second type permits using milk only (no eggs). Iron and protein deficiencies will occur to people who eat this type of food. To reduce these deficiencies, they should eat dry beans e.g. yellow beans. Also hand-processed rice is recommended because it contains more protein than machine-processed rice.

3. The last type does not permit using any meat product including milk and eggs. People who eat this type of food will have an inadequacy in protein, iron, iodine, vitamin B 12, calcium, zinc, riboflavin and vitamin D. They need to get nutrients from other sources to cover their lack of nutrients.

People who eat vegetarian food should eat high protein plant foods which substitute animal protein e.g. dry beans, sesame, etc. Some proteins from plants do not contain adequate necessary amino acids for the body. In order to get an adequate quantity and portion of necessary amino acids, people should use different kinds of plants instead of only one kind. They should eat hand-processed rice or different kinds of beans.

It is easy to prepare and cook delicious vegetarian food. The regular meat cook book can be used. But the user should know the substitutions for meat, lard, fish sauce, etc. Protein foods from plants, gluten, or dry beans can be used as meat substitutes. Vegetable oil and white soy sauce are used instead of lard and fish sauce, etc. Substitute food should be selected carefully to complement the ingredients for the best results

II. Answer the following questions.

1. What is vegetarian food?
2. How many kinds of vegetarian food are there?
3. What does the first type of vegetarian food allow people to eat?
4. What does the second type of vegetarian food allow people to eat?
5. What does the third type of vegetarian food allow people to eat?

III. Circle the best answer.

1. Food without meat is called

   a. high class food.
   b. monk food.
   c. seafood
   d. vegetarian food

2. Vegetarian food is very popular because

   a. vegetarian food is food for the upper class
   b. vegetarian food makes your body beautiful
   c. vegetarian food is popular worldwide
   d. vegetarian food is good for your health and mind

3. The following are different types of vegetarian food, except

   a. eggs
   b. chicken
   c. vegetables and beans
   d. milk

4. In order to get high protein, people should ear

   a. green vegetables
   c. sesame
   c. dry beans
   d. b and c

5. In order to get necessary amino acids, people should eat

   a. different kinds of vegetables
   b. only 1 kind of vegetable
   c. 1 kind of beans
   d. machine-processed rice

Write T for a correct statement and F for an incorrect statement

_____ 1. Vegetarian food is regarded as nutritious as meat food.

_____ 2. People who use milk and eggs will not have adequate animal proteins.

_____ 3. People who eat less eggs and green vegetables will not have an iron deficiency.

_____ 4. People who use milk only will have iron and high protein deficiency.

_____ 5. Hand-processed rice has more protein than machine-processed rice.

IV. A. Answer each of the following (in English) about the main idea in the text.

1. Why is vegetarian food popular nowadays?

2. Why should people who eat vegetarian food eat dry beans and sesame?

3. Give 3 examples of foods that contain iron.

4. What kind of deficiencies will occur to people who do not use any meat products?

5. Why should people who eat vegetarian food eat different kinds of vegetables?

B. Fill an opposite word in each of the following.

1. animal ≠ _____

2. permit ≠ _____

3. easy ≠ _____

4. without, do not have ≠ _____

5. high ≠ _____